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ABSTRACT

The Educational Testing Service is preparing to introduce a new generation of teacher assessments, the Praxis Series of professional assessments for beginning teachers. Preparatory to test development, a job analysis was conducted to define a knowledge and ability domain important for newly certified Spanish teachers to perform their jobs in a competent manner. An initial draft of knowledge and ability statements was constructed by Educational Testing Service test development staff with subject-matter expertise. The draft domain, which consisted of eight major content areas, was then reviewed by 10 experts in an external review panel, and an advisory test development committee of five teachers, three teacher educators, and two administrators. A modified version consisting of seven major content areas and 166 knowledge and ability statements was then reviewed through a national survey of several hundred Spanish teachers and educators. The 145 knowledge and ability statements that were verified as important by the surveyed educators should be used as the foundation for the development of test specifications. Eight tables present study results. Seven appendixes include supplemental information such as the job analysis survey, respondent demographics, and mean importance ratings of teachers, state administrators, and teacher educators. (Contains nine references.) (SLD)

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THE PRAXIS SERIES
Professional Assessments for Beginning Teachers™

Job Analysis of the Knowledge and Abilities Important for Newly Licensed (Certified) Spanish Teachers

Richard J. Tannenbaum

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Job Analysis of the Knowledge and Abilities Important for Newly Licensed (Certified) Spanish Teachers

by

Richard J. Tannenbaum

Division of Applied Measurement Research

Educational Testing Service

Princeton, New Jersey

May 1992

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Job Analysis of the Knowledge and Abilities
Important for Newly Licensed (Certified) Spanish Teachers

Richard J. Tannenbaum

Executive Summary

A job analysis was conducted to define a knowledge and ability domain important for newly licensed (certified) Spanish teachers to perform their jobs in a competent manner. The results of the job analysis will be used to develop test specifications for the Spanish subject assessments of the Praxis Series: Professionals Assessments for Beginning Teachers ™.

An initial draft domain of knowledge and ability statements was constructed by Educational Testing Service (ETS) Test Development staff with subject-matter expertise in Spanish and ETS Research staff with expertise in job analysis. In the process of developing the draft domain, ETS subject-matter experts reviewed previous National Teacher Examination (NTE) Spanish test specifications, state licensure (certification) requirements, and relevant professional literature. The resultant draft domain consisted of eight major content areas and 149 knowledge and ability statements. The eight major content areas were: (1) **Listening Comprehension**, (2) **Reading Comprehension**, (3) **Grammatical Structure and Written Expressions**, (4) **Language Analysis**, (5) **Speaking**, (6) **Writing**, (7) **Cultural Background**, and (8) **Pedagogy Specific to Spanish**.

This draft domain was then reviewed by an External Review Panel of 10 subject-matter experts: four secondary school Spanish teachers, five teacher educators, and a district administrator. The panel reviewed the draft domain for (1) the appropriateness of its overall structure and (2) the appropriateness of the specific knowledge and ability statements and their completeness and clarity. Revisions suggested by the panel, including additions and deletions of content areas and knowledge and ability statements, were obtained via a telephone interview conducted by ETS Research staff. Minor wording changes were made to the draft domain and some additional statements were included. The revised domain consisted of 154 knowledge and ability statements.

This revised draft domain was then reviewed by an Advisory/Test Development Committee. Similar to the External Review Panel, this committee was comprised of secondary school Spanish teachers (n=5), teacher educators (n=3), and state administrators (n=2). This committee also had representation by race/ethnicity, sex, and geographic region. The purpose of this committee was to modify the revised draft domain so that it accurately reflected what the members of the committee believed were the knowledge and abilities important for newly licensed (certified) Spanish teachers. This modification process occurred during a 4-day meeting held at ETS. The major modifications to the domain included: (1) changing **Grammatical Structure and Written Expressions** to **Structure of the Spanish Language** and incorporating **Language Analysis** into this new content area and (2) changing **Pedagogy Specific to Spanish** to **Foreign Language Pedagogy** to reflect the generalizability of pedagogy across all foreign languages. Other modifications included rewording some knowledge and ability statements and adding and deleting some knowledge and ability statements. The modified domain consisted of seven major content areas and 166 knowledge and ability statements. The seven major content areas were: (1) **Listening Comprehension**, (2) **Reading Comprehension**, (3) **Structure of the**

Spanish Language (4) **Speaking**, (5) **Writing**, (6) **Culture** (changed from **Cultural Background**), and (7) **Foreign Language Pedagogy**.

This revised domain was then subject to verification/refutation through a national survey of several hundred Spanish teachers, state administrators, and teacher educators. The survey participants were asked to rate the knowledge and ability statements, using a 5-point scale, in terms of importance for newly licensed (certified) Spanish teachers to perform their jobs in a competent manner. The 5-point scale ranged from a low of 0 (of no importance) to a high of 4 (very important). The purpose of the survey administration was to identify a core of knowledge and ability statements that relatively large numbers of educational professionals verified to be important to newly licensed (certified) Spanish teachers. The latter objective is accomplished by analyzing the mean importance ratings provided by the three groups of educational professionals (teachers, state administrators, teacher educators) and by appropriate subgroups of respondents (sex, race/ethnicity, geographic region, teaching experience). Knowledge and ability statements that are judged to be important by **all** respondent groups and subgroups define the core. The core becomes the primary database for the development of test specifications. The derivation of test specifications from those knowledge and abilities verified to be important by the surveyed educational professionals provides a substantial evidential basis for the content validity (relevance) of the Spanish subject assessments.

Two types of data analysis were conducted to support the development of content valid (relevant) test specifications for the Spanish subject assessments: (1) means were computed of the importance ratings for each knowledge and ability statement by the three groups of educational professionals and by the appropriate subgroups of respondents; and (2) correlations of the profiles of these mean importance ratings were computed across the three groups of educational professionals and within the appropriate subgroups of respondents.

A cutpoint of a mean importance rating of 2.50 (the midpoint between moderately important (scale value 2) and important (scale value 3)) was established to identify the core of important knowledge and ability statements. Statements that were judged, by all three respondent groups and all subgroups of respondents, to be 2.50 or higher comprised the core, and therefore, were considered eligible for inclusion in the development of test specifications. (However, because the survey participants were not involved in the development of the knowledge and ability domain, they may lack certain insights that the Advisory/Test Development Committee members have due to their high level of involvement in the definition of the domain. As a consequence, if the committee believes that a knowledge or ability statement rated below 2.50 should be included in the specifications and the committee can provide *compelling written rationales*, those knowledge and ability statements may be reinstated for inclusion in the test specifications.)

The results of the mean analysis conducted by teachers, state administrators, and teacher educators revealed 15 knowledge and ability statements that were rated less than 2.50. This represents only 9% of the content domain. Six additional knowledge and ability statements were rated below 2.50 by the subgroup of teachers with five or less years of experience. **In total, only 21 of the 166 statements (13%) did not meet the 2.50 criterion for inclusion.**

The computation of correlation coefficients to assess agreement in terms of perceived relative importance of the knowledge and ability statements revealed a very high level of

agreement. The coefficients for comparisons among teachers, state administrators, and teacher educators all exceeded .85; and the coefficients generated by the subgroup analyses all exceeded .90. These findings, coupled with the outcomes of the mean analyses indicate that **there is substantial agreement in the importance ratings across the diversity of educational professionals.**

The 145 knowledge and ability statements that were verified to be important by the surveyed teachers, state administrators, teacher educators, and the subgroups should be used as the foundation for the development of test specifications. Test specifications that are linked to the results of a job analysis provide support for the content validity of the derived assessment measures and may be considered as part of an initial step in ensuring the fairness (to subgroups of Spanish teacher candidates) of the derived assessment measures. It is reasonable to assume that, due to testing and psychometric constraints (e.g., time limits, ability to measure reliably some content), not all of the verified content may be included on the assessment measures. One source of information that may be used to guide the Test Development Committee in their decision of what verified content to include on the assessment measures is the mean importance rating. Although a rank ordering of the content by mean importance rating is not implied, it is recommended that initial consideration be given to content that is well above the cutpoint and represents the appropriate breadth of content coverage.

Evidence was also provided in this study of the comprehensiveness of the content domain and the judged importance of the seven major content areas. These two pieces of information have implications for the adequacy of the content domain. If the domain was adequately defined then the knowledge and ability statements should be judged to have been well covered by each major content area and each major content area should be judged to be important. The results support the adequacy of the defined content domain. The knowledge and ability statements were judged to have been well covered (a value of 4.0 on the content coverage scale); and the major content areas were judged to be important (a value of 3.0 on the importance scale).

A Job Analysis of the Knowledge and Abilities Important
for Newly Licensed (Certified) Spanish Teachers

Introduction

The foreign language subject assessments of The Praxis Series: Professional Assessments for Beginning Teachers™ are designed to assess a prospective foreign language teacher's content knowledge of a specific subject area, general pedagogical knowledge, subject-specific pedagogical knowledge, and ability to communicate in written and verbal forms. The series will be used by various states as part of their teacher licensure (certification) process. One of these foreign language assessments covers the subject area of Spanish. To identify the content domain of this examination and to support the content validity (content relevance) of this examination, a job analysis was conducted of the knowledge and abilities important for newly licensed (beginning) Spanish teachers. This report will describe the job analysis. In particular, it will present the (1) methods used to identify and define the job-related knowledge and abilities, (2) types of statistical analysis conducted, (3) results of these analyses, and (4) implications of the results for developing test specifications.

Standards for Educational and Psychological Testing

The *Standards for Educational and Psychological Testing* (1985) is a comprehensive technical guide that provides criteria for the evaluation of tests, testing practices, and the effects of test use. It was developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The guidelines presented in the *Standards* have, by professional consensus, come to define the necessary components of quality testing. As a consequence, a testing program that adheres to the *Standards* is more likely to be judged to be valid (defensible) than one that does not.

There are two categories of criteria within the *Standards*, primary and secondary. Those classified as primary "should be met by all tests . . . unless a sound professional reason is available to show why it is not necessary, or technically feasible, to do so in a particular case. Test developers and users . . . are expected to be able to explain why any primary standards have not been met" (AERA/APA/NCME, 1985, p. 2). One of the primary standards is that the content domain of a licensure or certification test should be defined in terms of the importance of the content for competent performance in an occupation. "Job analyses provide the primary basis for defining the content domain." (P. 64).

The use of job analysis to define the content domain is a critical component in establishing the content validity of licensure and certification examinations. Content validity is the principle validation strategy used for these examinations. It refers to the extent to which the content covered by an examination overlaps with the important components (tasks, knowledge, skills, or abilities) of a job (Arvey & Faley, 1988). Demonstration of content validity is accomplished through the judgments of subject-matter experts. It is enhanced by the inclusion of large numbers of subject-matter experts who represent the diversity of the relevant areas of expertise (Ghiselli, Campbell, & Zedeck, 1981). The lack of a well-designed job analysis is frequently cited (by the courts) as a major cause of test invalidity.

Job Analysis

Job analysis refers to procedures designed to obtain descriptive information about the tasks performed on a job and/or the knowledge, skills, and abilities thought necessary to perform adequately those tasks (Gael, 1983). The specific type of job information collected by a job analysis is determined by the purpose for which the information will be used. For purposes of developing licensure and certification examinations, a job analysis should identify the important knowledge or abilities necessary to protect the public -- interpreted as the importance of the content for competent performance in an occupation (*Standards for Educational and Psychological Testing*, AERA/APA/NCME, 1985). In addition, a well-designed job analysis should include the participation of various subject-matter experts (Mehrens, 1987); and the data collected should be representative of the diversity within the job. Diversity refers to regional or job context factors and to subject-matter-expert factors such as race\ethnicity, experience, and sex (Kuehn, Stallings, & Holland, 1990). The job analysis conducted for Spanish was designed to be consistent with the *Standards* and current professional practices.

Objectives of the Job Analysis Study

The objectives of this study were: (1) to construct a comprehensive domain of knowledge and abilities that is important for newly licensed (certified) Spanish teachers; and then (2) to obtain, using survey methodology, the independent judgments of a national sample of Spanish educational professionals (teachers, teacher educators, state administrators) to verify or refute the importance of the domain of knowledge and abilities. The verification/refutation component serves a critical role to ensure that the domain (in whole or in part) is judged to be relevant to the job of a newly licensed (certified) Spanish teacher by a diversity of educational professionals. It is those knowledge and abilities that are verified to be important that will be used in the development of test specifications for the Spanish subject assessments of The Praxis Series: Professional Assessments for Beginning Teachers ™.

Method

In overview, the methodology consisted of defining the knowledge and abilities important for newly licensed (certified) Spanish teachers to perform their jobs in a competent manner. This was accomplished first by having subject-matter experts define a domain of knowledge and abilities important for newly licensed (certified) Spanish teachers and then by presenting these judgments for verification or refutation through a national survey of Spanish educational professionals. This functions as a "check and balance" on the judgments of the subject-matter experts and reduces the likelihood that unimportant knowledge and abilities will be included in the development of the test specifications. The survey participants were Spanish teachers, state administrators, and teacher educators whose names were obtained from the memberships of the (1) American Association of Teachers of Spanish and Portuguese, (2) American Council on the Teaching of Foreign Languages, and (3) National Council of State Supervisors of Foreign Languages. The participants were asked to rate knowledge and ability statements in terms of *importance* for newly licensed (certified) Spanish teachers to perform their job in a competent manner. The specific steps in the job analysis process are described below.

Build a Draft Domain of Knowledge and Abilities

The first step in the process of conducting the job analysis was to construct a preliminary knowledge and ability domain. This draft would function as the initial definition of the knowledge and ability domain of newly licensed (certified) Spanish teachers. The domain was constructed by Educational Testing Service (ETS) Test Development staff with subject-matter expertise in Spanish and ETS Research staff with expertise in job analysis. In the process of developing the draft, the ETS subject-matter experts reviewed previous National Teacher Examination (NTE) Spanish test specifications, state licensure (certification) requirements, and relevant professional literature.

The draft domain for Spanish consisted of eight major content areas and 149 specific knowledge and ability statements. The eight major knowledge areas were: (1) **Listening Comprehension**: *The ability to understand spoken Spanish*; (2) **Reading Comprehension**: *The ability to understand standard written Spanish*; (3) **Grammatical Structure and Written Expressions**: *Know and recognize correct grammatical structure and appropriate style in standard written Spanish*; (4) **Language Analysis**: *Knowledge of the structural components of the Spanish language*; (5) **Speaking**: *The ability to speak standard Spanish*; (6) **Writing**: *The ability to write standard Spanish*; (7) **Cultural Background**: *Knowledge of the culture, society, and geography of Spanish-speaking countries*; and (8) **Pedagogy Specific to Spanish**: *In addition to content, Spanish teachers also need to know something about pedagogy specific to Spanish. This might include knowledge of students, curriculum, teaching strategies, and resources*.

Review of Draft Domain by External Review Panel

After the draft domain was constructed it was mailed to a panel of 10 external subject-matter experts. These subject-matter experts were secondary school teachers (n=4), teacher educators (n=5) and a district administrator responsible for overseeing foreign language curriculum. The panel also had representation by race/ethnicity, sex, and geographic region (see Appendix A for list of members). The purpose of the External Review Panel was to review the draft domain in terms of: (1) the appropriateness of the overall structure (i.e., do the major content areas adequately define the important components of the knowledge and ability domain) and (2) the appropriateness of the specific knowledge and ability statements and their completeness and clarity. In addition, the members of the panel were asked to identify other content areas and/or knowledge and ability statements that they believed should be added to the domain. The recommendations of the panel were obtained via telephone interviews conducted by ETS Research staff. ETS Test Development staff then reviewed the compiled recommendations of the panel. Based upon the revisions suggested by the panel and Test Development staff's re-evaluation of the domain, some modification occurred.

The eight major content areas of the domain remained the same. However, several of the knowledge and ability statements were reworded. Some statements were deleted due to their overlap with other statements or perceived lack of relevance to a beginning (newly licensed) Spanish teacher. Where perceived necessary, additional knowledge and ability statements were included in the domain. The revised domain consisted of approximately 154 knowledge and ability statements.

Advisory/Test Development Committee Meeting

Consistent with a content validity framework, the job analysis study was designed to obtain input from many subject-matter experts at several critical points in the domain definition process. To this end, an Advisory/Test Development Committee of secondary school teachers (n=5), teacher educators (n=3), and state administrators (n=2) with expertise in Spanish was formed (see Appendix B for list of members). This committee also had representation by race/ethnicity, sex, and geographic region. The purpose of this committee was to review the draft domain (revised by the External Review Panel) in terms of its overall structure, completeness, appropriateness of the knowledge and ability statements, and clarity of wording. In addition, the members were asked to identify other content areas and/or knowledge and ability statements that they believed should be added to the domain and to delete knowledge and ability statements that they believed should not be included in the domain. In essence, the members were asked to modify the domain so that it accurately reflected what the committee believed were the knowledge and ability statements important for newly licensed (certified) Spanish teachers. The committee also reviewed and approved the rating scale for the national survey and the biographical data that would be asked of the survey participants. The biographical data were collected to describe the composition of those who returned completed surveys and to permit analysis of the survey responses by various subgroups of respondents (e.g., males and females).

The revision process occurred during a 4-day meeting held at Educational Testing Service. The meeting was led jointly by ETS Test Development and Research staff. (Prior to the meeting, the members of the committee were mailed a copy of the draft domain to review. They were informed about the purpose of the meeting and asked to come prepared to discuss their review of the draft domain.) During the course of the meeting, the domain was revised to reflect the consensus of the committee.

One content area, **Grammatical Structure and Written Expressions** was changed to **Structure of the Spanish Language**: *Demonstrate the correct formation and use of grammatical structure and appropriate style in written and spoken Spanish*. This change also resulted in the inclusion of the content area, *Language Analysis*. The content area, **Pedagogy Specific to Spanish** was changed to **Foreign Language Pedagogy** (this was done to reflect the perceived generalizability of pedagogy across all foreign languages, e.g., German, French). In addition to these modifications, minor wording changes occurred; the order of presentation of some of the knowledge and ability statements was changed, and some additional statements were included. The revised domain consisted of seven major content areas: (1) **Listening Comprehension**, (2) **Reading Comprehension**, (3) **Structure of the Spanish Language**, (4) **Speaking**, (5) **Writing**, (6) **Culture** (changed from **Cultural Background**), and (7) **Foreign Language Pedagogy**. Included within this domain were 166 individual knowledge and ability statements. In addition, a statement was added at the conclusion of each major content area section that assessed the overall importance of the content area.

Pilot Test of the Job Analysis Survey

Prior to the national administration, the job analysis survey was mailed to a small group of Spanish teachers and teacher educators. These pilot participants were asked to review the survey for clarity of wording and instruction, ease of use, and comprehensiveness of content

coverage. They were asked to make their comments on a questionnaire that accompanied the survey and to mail the questionnaire and survey back to ETS in a postage-paid envelope. No significant revisions were suggested by the pilot participants.

Final Survey Format

The finalized job analysis survey (see Appendix C for a copy of the survey) consisted of five sections. The first section included the seven content areas, the 166 specific knowledge and ability statements, and the seven overall importance statements. The second section provided the survey participants an opportunity to write in additional content areas and/or knowledge and ability statements that they believed should be considered part of the Spanish domain. The third section asked the survey participants to indicate, using a 5-point rating scale, how well each major content area covered the important knowledge and ability statements (an indicator of content coverage). The fourth section of the survey asked the participants to indicate the relative weight that each of the major content areas should receive on the examination. This was accomplished by their distributing 100 total points across the major areas. These point distributions were easily converted into percentages, representing the percent of items that the survey respondents believed should be devoted to each area. The last section was the background information section. The survey participants were asked to respond to several questions that described their demographic makeup (e.g., teaching experience, age, sex, race/ethnicity). This information was used to describe the survey respondents and to perform relevant subgroup analyses. These subgroup analyses will be described in the results section of this report.

The knowledge and ability statements were judged using the following importance scale:

How important is it for newly licensed (certified) Spanish teacher to know or be able to do each of the following in order to perform their jobs in a competent manner?

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

This scale is consistent with the *Standards* emphasis on identifying a content domain that is important for competent job performance. This rating scale was reviewed and approved by the Advisory/Test Development Committee.

Administration of the Job Analysis Survey

The job analysis survey, accompanied by a letter of invitation to participate (see Appendix D for a copy of the letter), was mailed to 838 educational professionals across all 50 states and the District of Columbia. The 838 educational professionals represented: teachers (n=508), teacher educators (n=252), and state administrators (n=78). These distributions approximate the selection of 10 teachers, 5 teacher educators, and 1 state administrator for each state and the District of Columbia. These individuals were randomly selected from the memberships of the American Association of Teachers of Spanish and Portuguese, American

Council on the Teaching of Foreign Languages, and National Council of State Supervisors of Foreign Languages. These are the major professional organizations of Spanish teachers, teacher educators, and state administrators. Approximately 1 week after the surveys were mailed, a follow-up postcard was mailed to the participants reminding them to complete and return the surveys.

The purpose of the survey administration was to identify a core of knowledge and ability statements that relatively large numbers of educational professionals judged to be relevant (verified to be important) to newly licensed (certified) Spanish teachers. The latter objective is accomplished by analyzing the mean importance ratings provided by the three groups of educational professionals and by the appropriate subgroups of respondents. Knowledge and ability statements that are judged to be important by **all** respondent groups and subgroups define the core. The core becomes the primary database for the development of test specifications. The derivation of test specifications from those knowledge and ability statements verified to be important by the surveyed educational professionals provides a substantial evidential basis for the content validity (relevance) of the Spanish subject assessments.

Results

Data Analyses of Survey Responses

Two types of data analysis were conducted to support the development of content valid (content relevant) test specifications for the Spanish subject assessments: (1) means were computed of the importance ratings for each knowledge and ability statement by the three groups of educational professionals and by the appropriate subgroups of respondents; and (2) correlations of the profiles of these mean importance ratings were computed across the three groups of educational professionals and within the appropriate subgroups of respondents.

Means. The mean analysis is used to determine the level (absolute value) of importance attributed to the 166 knowledge and ability statements by teachers, state administrators, and teacher educators and by appropriate subgroups of respondents (sex, race/ethnicity, geographic region, teaching experience). A respondent category was required to have at least 30 respondents to be included in the mean analysis (e.g., $\geq$ 30 state administrators, $\geq$ 30 females). This, according to Walpole (1974), is a necessary condition to ensure that the mean value based upon the sample of respondents is an accurate estimate of the corresponding population mean value. Knowledge and ability statements that meet or exceed a mean importance value of 2.50 (to be discussed in a later section) by **all three groups of educational professionals** (teachers, state administrators, teacher educators) and by **all subgroups of respondents** may be included in the development of the test specifications. In addition, mean ratings were computed for the responses to the content coverage section and the recommendation for test content section of the job analysis survey. These mean analyses were computed for the aggregate of the survey respondents to provide overall indicators.

Correlations. The correlational analysis is used to determine the extent of agreement among the three groups of educational professionals and within the subgroups of respondents about the relative importance of the knowledge and ability statements. Relative importance refers to the similarity of the pattern of mean ratings generated by the different respondent groups. For example, the profile of 166 mean ratings for teachers is correlated with the profile

of 166 mean ratings for state administrators. If these two profiles are similar (the shapes of the profiles are complementary), the value of the correlation coefficient will be close to 1.00.

Criterion for Interpretation of Mean Importance Ratings

Since the purpose of job analysis is to ensure that only the more important knowledge and ability statements are included in the development of test specifications, a criterion (cutpoint) for inclusion needs to be established. A reasonable criterion that has been used in a similar job analysis study (Rosenfeld & Tannenbaum, 1991) is a mean importance rating that represents the midpoint between moderately important and the next higher scale value. For the importance rating scale used in the present job analysis, the value of this criterion is 2.50 (midpoint between moderately important and important). It is believed that this criterion is consistent with the intent of content validity, which is to include important knowledge and abilities in the assessment measure and to exclude unimportant knowledge and abilities from the assessment measure. Therefore, knowledge and ability statements that receive a mean importance rating of 2.50 or more may be considered eligible for inclusion in the development of test specifications; knowledge and ability statements that receive a mean rating of less than 2.50 may not be considered for inclusion. (However, because survey participants were not involved in the development of the content domain; they may lack certain insights that the Advisory/Test Development Committee members have due to their high level of involvement in the definition of the domain. As a consequence, if the committee believes that a knowledge or ability statement rated below 2.50 should be included in the specifications and the committee can provide *compelling written rationales*, those knowledge and ability statements may be reinstated for inclusion in the test specifications.)

Survey Respondents

Response rate. Of the 838 total surveys that were mailed, nine were returned due to an invalid mailing address. Thus, 829 surveys were actually administered. Of these 829, 423 were returned. This represents an overall response rate of 51% (423/829).

Demographic characteristics of the aggregate of the survey respondents. Seventy-five percent of the respondents were between the ages of 35 years and 54 years. Thirty percent were males and 70% were females. The majority of respondents (81%) were White. Most (68%) had 11 or more years of teaching experience in Spanish. The largest proportion of respondents (60%) were secondary school teachers; approximately 26% of the respondents were college faculty. Twenty-five percent of the respondents were from the Northeast region of the country; 25% were from the Central region; 27% were from the Southern region; and 23% were from the Far West region. A complete breakdown of the demographic characteristics of the respondents is provided in Appendix E.

Results of Data Analyses: Teachers, State Administrators, and Teacher Educators

Mean importance. The mean importance rating for each of the 166 knowledge and ability statements is provided in Appendix F. The means are presented for (1) teachers (n=237), (2) state administrators (n=30), and (3) teacher educators (n=104). Inspection of these distributions of mean ratings revealed that teachers rated 69% of the knowledge and ability statements (n=115) 3.00 (important) or higher; state administrators also rated 115

statements (not necessarily the same ones) 3.00 or higher. Teacher educators rated 60% of the statements (n = 100) 3.00 or higher. A comparison of the means across the three groups revealed that state administrators rated 148 knowledge and ability statements (89%) higher than did teachers, and 151 (91%) higher than did teacher educators. Teachers rated 100 knowledge and ability statements (60%) higher than did teacher educators.

The overall mean importance ratings for the seven major content areas were also computed for teachers, state administrators, and teacher educators. The means are presented in Table 1. All the means exceeded 3.00. This indicates that each major content area was judged to be important by each of the three groups of respondents. From a relative perspective, **Speaking**, **Structure of the Spanish Language**, and **Listening Comprehension** were among the highest rated areas; **Culture** and **Writing** were among the lowest rated areas.

Table 1
Overall Mean Importance Ratings for Each of the Seven Major Content Areas by Teachers, State Administrators, and Teacher Educators

	Means		
Major Content Areas	Teachers	State Administrators	Teacher Educators
Listening Comprehension	3.46	3.86	3.57
Reading Comprehension	3.26	3.60	3.41
Structure of the Spanish Language	3.57	3.70	3.51
Speaking	3.63	3.90	3.60
Writing	3.27	3.53	3.22
Culture	3.07	3.48	3.15
Foreign Language Pedagogy	3.30	3.87	3.29

As previously discussed, knowledge and ability statements that received a mean importance rating of less than 2.50 (midpoint between moderately important and important) may not be considered for inclusion in the development of test specifications, unless a *compelling written rationale* is provided by the committee for their reinstatement. Those knowledge and ability statements rated less than 2.50 by any one of the three respondent groups are presented in Table 2. Of the 166 individual knowledge and ability statements, 15 (9%) were rated below 2.50; however, none was rated below 2.00 (moderately important).

Correlation of the profiles of mean importance ratings. The profiles of mean importance ratings for each of the three groups of educational professionals: (1) teachers, (2) state administrators, and (3) teacher educators were correlated. As noted above, the obtained correlation coefficients provide measures of the agreement among the respondent groups in terms of the relative importance of the knowledge and ability statements. The coefficients are presented in Table 3. All the values exceeded .85. This indicates that there is a high level of agreement among the three groups of educational professionals.

Table 2
Knowledge and Ability Statements Rated Below 2.50 by Teachers, State Administrators, and/or Teacher Educators

	Means		
Knowledge and Ability Statements	Teachers	State Administrators	Teacher Educators
16. Identify assumptions on which logical reasoning is based	2.41		2.38
20. Understand utterances with background interference			2.46
23. Understand speech at a rapid rate	2.39		2.36
24. Demonstrate awareness of regional variation	2.40		2.41
40. Identify what the author assumes that a reader knows	2.49	2.47	
42. Determine the meaning of figurative language	2.44		
76. Understand function of derivatives from other languages	2.15	2.37	2.03
77. Understand basic elements of oral discourse	2.37		2.41
124. Demonstrate familiarity with contributions of groups	2.35		2.39
127. Know about significant figures traditional	2.43		
128. Know about significant figures contemporary	2.24		2.49
129. Know significant styles of theater, music, art, etc.	2.36		2.34
140. Give a rationale for teaching a particular content area	2.36		2.28
141. Evaluate the impact of learning theories			2.48
172. Know effects of biculturalism, etc.	2.48		2.48

Table 3
Correlations of the Profiles of Mean Importance Ratings: Teachers, State Administrators, and Teacher Educators

	1	2	3
1. Teachers		.89	.96
2. State Administrators			.87
3. Teacher Educators			

Results of Data Analyses: Subgroups of Respondents

Mean importance. A significant contribution towards the accumulation of evidence in support of the job-relevance of the Spanish subject assessments is the verification of the importance of the knowledge and ability statements by a diversity of Spanish educational professionals. Therefore, mean importance ratings for each knowledge and ability statement were computed for the following subgroups of respondents: (1) race/ethnicity (Hispanic, n=61;

White, n=328); (2) sex (female, n=288; male, n=121); (3) geographic region (Northeast, n=100; Central, n=101; Southern, n=109; Far West, n=94), and (4) teaching experience[1] (≤ 5 years, n=33; > 5 years, n=202). The means are presented in Appendix G. An analysis of importance ratings by geographic region is consistent with recent legal emphasis on addressing regional job variability when conducting job analysis for content domain specification purposes (Kuehn et al., 1990). The four geographic regions included for analysis are consistent with the categorization established by the National Association of State Directors of Teacher Education and Certification (NASDTEC). Sex and race/ethnicity subgroups were included because they represent protected "classes" under Title VII of the Civil Rights ACT of 1964. (Only Hispanic and White respondents were included because of the insufficient number of respondents, i.e., < 30, representative of other races/ethnicities.) The dichotomous breakdown of teaching experience at the 5-year point was chosen so that the judgments of less experienced teachers will be represented and so that the judgments of more experienced teachers will be represented.

The results of the subgroup analysis by race/ethnicity, sex, and geographic region did **not** uncover any additional knowledge and ability statements (i.e., beyond the 15 statements previously identified by the mean analysis conducted on teachers, state administrators, and teacher educators) judged to be below the 2.50 cutpoint. However, the subgroup analysis conducted on teaching experience (≤ 5 years, > 5 years) did uncover six additional knowledge and ability statements judged to be below 2.50. These six statements were judged to be below 2.50 **only** by the teachers with five or less years of teaching experience. This finding is consistent with the general tendency of the more experienced teachers to provide higher mean ratings than the less experienced teachers: more experienced teachers (> 5 years) rated 125 of the 166 knowledge and ability statements (75%) higher than did less experienced teachers (≤ 5 years). The six statements and their means are presented in Table 4.

Table 4
Knowledge and Ability Statements Rated Below 2.50 by Teachers with Five or Less Years of Experience

Knowledge and Ability Statements	Mean
10. Understand main idea of formal extended discourse	2.45
15. Determine if statements are presented as facts/opinions	2.45
102. Write comprehensive summaries	2.39
107. Restate and compare differing points of view	2.39
109. Analyze ideas and information in various ways	2.31
110. Produce and develop supporting material	2.42

[1] Teaching experience includes only those respondents who had identified themselves as either a permanent substitute teacher or a regular teacher (n=235).

Correlations of the profiles of mean importance ratings. Correlation coefficients were computed for the profiles of mean importance ratings for the following subgroups of respondents: (1) geographic region (Northeast, Central, Southern, Far West), (2) teaching experience (≤ 5 years, > 5 years), (3) race/ethnicity (Hispanic, White), and (4) sex. The coefficients are presented in Table 5. All the values exceeded .90. This indicates that there is a very high level of agreement within the subgroups of respondents in terms of the relative importance of the knowledge and ability statements.

Table 5
Correlations of the Profiles of Mean Importance Ratings: Geographic Region, Teaching Experience, Race/Ethnicity, and Sex

	1	2	3	4
GEOGRAPHIC REGION				
1. Northeast		.94	.95	.97
2. Central			.98	.95
3. Southern				.96
4. Far West				
TEACHING EXPERIENCE (years)				
1. ≤ 5		.94		
2. > 5				
RACE/ETHNICITY				
1. Hispanic		.96		
2. White				
SEX				
1. Female		.95		
2. Male				

Mean Ratings of Content Coverage: Aggregate of Survey Respondents

The survey participants were asked to indicate, using a 5-point rating scale, how well each of the seven major content area covered the important knowledge and ability statements. Responses to this provide an indication of the adequacy (comprehensiveness) of the domain of knowledge and abilities. The scale values ranged from a low of 1 (very poorly) to a high of 5 (very well); the midpoint of the scale was value 3 (adequately). The means of these ratings for the aggregate of the survey respondents are presented in Table 6. All the mean ratings exceed 4.00. This indicates that all the major content areas were judged to have been well covered, and that the domain was comprehensive.

Table 6
Mean Ratings of Content Coverage

Major Content Areas	Mean
Listening Comprehension	4.58
Reading Comprehension	4.52
Structure of the Spanish Language	4.48
Speaking	4.56
Writing	4.47
Culture	4.32
Foreign Language Pedagogy	4.41

Mean Percentage Weights for Test Content Emphasis: Aggregate of Survey Respondents

The survey participants were asked to indicate the weight that each of the seven major content areas should receive on the examination. This information may be used by test development committees to assist in their decisions about how much emphasis the content areas should receive on the test specifications. To obtain the weights, the participants were asked to distribute a total of 100 points across the major areas. The mean values were then converted into percentages. The mean percentage weights for the aggregate of the survey respondents are presented in Table 7. **Speaking** and **Structure of the Spanish Language** received the most emphasis (17% each). **Culture** and **Foreign Language Pedagogy** received the least emphasis (11% each).

Table 7
Mean Percentage Weights

Major Content Areas	Mean
Listening Comprehension	15.69
Reading Comprehension	14.06
Structure of the Spanish Language	17.10
Speaking	17.45
Writing	12.51
Culture	11.61
Foreign Language Pedagogy	11.68

Summary and Conclusion

A job analysis was conducted to define a knowledge and ability domain important for newly licensed (certified) Spanish teachers to perform their jobs in a competent manner. The results of the job analysis will be used to develop test specifications for the Spanish subject assessments of The Praxis Series: Professional Assessments for Beginning Teachers™.

An initial draft domain of important knowledge and ability statements was constructed by ETS Test Development staff with expertise in Spanish and ETS Research staff with expertise in job analysis. This draft domain was reviewed by an External Review Panel of subject-matter experts and then revised accordingly. The revised draft was then reviewed, modified, and approved by an external Advisory/Test Development Committee. The revised knowledge and ability domain was then subjected to verification/refutation through the use of a national survey of Spanish teachers, teacher educators, and state administrators. The survey participants were asked to rate the specific knowledge and ability statements of the domain using a 5-point importance scale. A cutpoint of 2.50 (midpoint between moderately important and important) was established to designate knowledge and ability statements as eligible ($\geq$ 2.50) or ineligible ($<$ 2.50) for inclusion in the development of test specifications.

The results of the mean analysis conducted by teachers, state administrators, and teacher educators revealed 15 knowledge and ability statements that were rated less than 2.50. This represents only 9% of the content domain. Six additional knowledge and ability statements were rated below 2.50 by the subgroup of teachers with five or less years of experience. **In total, only 21 of the 166 statements (13%) did not meet the 2.50 criterion for inclusion**. These 21 knowledge and ability statements, previously presented with their associated mean values in Tables 2 and 4, have been combined for ease of identification in Table 8.

The computation of correlation coefficients to assess agreement in terms of perceived relative importance of the knowledge and ability statements revealed a very high level of agreement. The coefficients for comparisons among teachers, state administrators, and teacher educators all exceeded .85; and the coefficients generated by the subgroup analyses all exceeded .90. These findings, coupled with the outcomes of the mean analyses indicate that **there is substantial agreement in the importance ratings across the diversity of educational professionals**.

The 145 knowledge and ability statements that were verified to be important by the surveyed teachers, state administrators, teacher educators, and the subgroups should be used as the foundation for the development of test specifications. Test specifications that are linked to the results of a job analysis provide support for the content validity of the derived assessment measures and may be considered as part of an initial step in ensuring the fairness (to subgroups of Spanish teacher candidates) of the derived assessment measures. It is reasonable to assume that, due to testing and psychometric constraints (e.g., time limits, ability to measure reliably some content), not all of the verified content may be included on the assessment measures. One source of information that may be used to guide the Test Development Committee in their decision of what verified content to include on the assessment measures is the mean importance rating. Although a rank ordering of the content by mean importance rating is not implied, it is recommended that initial consideration be given to content that is well above the cutpoint and represents the appropriate breadth of content coverage.

Evidence was also provided in this study of the comprehensiveness of the content domain and the judged importance of the seven major content areas. These two pieces of information have implications for the adequacy of the content domain. If the domain was adequately defined then the knowledge and ability statements should be judged to have been well covered by each major content area and each major content area should be judged to be important. The results support the adequacy of the defined content domain. The knowledge

and ability statements were judged to have been well covered (a value of 4.0 on the content coverage scale); and the major content areas were judged to be important (a value of 3.0 on the importance scale).

Table 8
Twenty-one Knowledge and Ability Statements Rated Below 2.50

Knowledge and Ability Statements
10. Understand main idea of formal extended discourse
15. Determine if statements are presented as facts/opinions
16. Identify assumptions on which logical reasoning is based
20. Understand utterances with background interference
23. Understand speech at a rapid rate
24. Demonstrate awareness of regional variation
40. Identify what the author assumes that a reader knows
42. Determine the meaning of figurative language
76. Understand function of derivatives from other languages
77. Understand basic elements of oral discourse
102. Write comprehensive summaries
107. Restate and compare differing points of view
109. Analyze ideas and information in various ways
110. Produce and develop supporting material
124. Demonstrate familiarity with contributions of groups
127. Know about significant figures traditional
128. Know about significant figures contemporary
129. Know significant styles of theater, music, art, etc.
140. Give a rationale for teaching a particular content area
141. Evaluate the impact of learning theories
172. Know effects of biculturalism, etc.

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Appendix A

External Review Panel

Secondary School Teachers

Dr. Kenneth Tabor
916 Woodlawn
Ludington, MI 49431

Ms. Ann Chance
273 Princess Lane
Harwood, MD 20776

Mr. Raul Rodriguez
Language Department
Xaverian High School
7100 Shore Road
Brooklyn, NY 11209

Ms. Maria Ingham
4014 Elizabeth Lane
Fairfax, VA 22032

Teacher Educators

Dr. Alan Garfinkel
Dept. of Foreign Languages and Literatures
Stanley Coulter Hall
Purdue University
West Lafayette, IN 47907

Dr. Karen Jogan
Dept. of Modern Foreign Languages and Literatures
Albright College
P.O. Box 15234
Reading, PA 19612-5234

Dr. Richard Teschner
Dept. of Languages and Linguistics
University of Texas, El Paso
El Paso, TX 79968

Dr. James Chatham
Mississippi State University
P.O. Box 6349
Mississippi State, MS 39762

Dr. Judith Liskin-Gasparro
Dept. of Spanish and Portuguese
Middlebury College
Middlebury, VT 05753

District Administrator

Ms. Maria Montalvo
5709 Tioga Road, NW
Albuquerque, NM 87120

Appendix B

Advisory/Test Development Committee Members

Secondary School Teachers

Mr. Louis Baskinger
New Hartford High School/Utica College
Oxford Road
New Hartford, NY 13413

Ms. Nancy A. Humbach
Finneytown High School
8916 Fontainebleau Terr.
Cincinnati, OH 45231

Ms. Martha Mentch
Albuquerque Academy
6400 Wyoming Boulevard, NE
Albuquerque, NM 87109

Ms. Dorian Pinner
Washington High School
Indianapolis, IN 46208

Ms. Carol L. Sparks
Foothill Middle School
2775 Cedro Lane
Walnut Creek, CA 94598

Teacher Educators

Dr. Orlando Edreira
Kean College of New Jersey
Union, NJ 07083

Dr. Joseph A. Murphy
West Virginia University
Department of Foreign Language
116 Chitwood Hall, WVU
Morgantown, WV 26506

Dr. Manuel Rodríguez
Northern Arizona University
C.U. Box 6004
Flagstaff, AZ 86011

State Administrators

Dr. Frances Hoch
Department of Public Instruction
116 West Edenton Street, Room 215
Raleigh, NC 27603-1712

Dr. Helene Zimmer-Loew
112 Haddontowne Court, Suite 104
Cherry Hill, NJ 08034

Appendix C

Job Analysis Survey

INVENTORY OF KNOWLEDGE AND ABILITIES

FOR TEACHERS OF SPANISH

BY

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY
MAY, 1990

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INTRODUCTION

Educational Testing Service (ETS) is developing a new generation of assessments for the purpose of licensing (certifying) teachers. The inventory that follows is part of our development effort and is designed to gather information concerning the entry-level Spanish teacher's job. It was developed by high school teachers, college faculty, and state department of education officials, along with ETS staff.

Those who constructed this inventory recognize that Spanish teachers are required to teach students with varying backgrounds and levels of ability. For these reasons, the collaborators believe that teachers should have a broad and deep understanding of Spanish in order to teach it. The inventory asks you to respond to a list of knowledge and ability statements and to rate each statement as to its importance for a newly-licensed (certified) Spanish teacher. Please do not relate each statement to your own job but rather to what you believe an entry-level Spanish teacher should know and be able to do.

The information you provide will guide the development of the new NTE Spanish examination. It is expected that the new examination will differ from the current examination in both content and design. In addition to the development of a new examination, this study will also contribute to our understanding of Spanish teaching as a profession. We expect the results of the study to be widely disseminated and to have ramifications for teacher preparation.

The inventory has been mailed to a sample of 800 professionals. Its value is directly related to the number of individuals who return their completed inventories. Because you represent a large number of professionals, your responses are extremely important. Please take the time to complete and return the inventory.

INVENTORY OF KNOWLEDGE AND ABILITIES FOR SPANISH TEACHERS

The purpose of this inventory is to determine what you believe newly-licensed (certified) Spanish teachers should know and be able to do in order to perform their job in a competent manner. On the following pages you will find seven major categories (content areas) and beneath each, a list of knowledge and ability statements that define the particular content area. The order of presentation of the seven content areas in the inventory is not meaningful.

The seven content areas are:

(A) **Listening Comprehension**
(B) **Reading Comprehension**
(C) **Structure of the Spanish Language**
(D) **Speaking**
(E) **Writing**
(F) **Culture**
(G) **Foreign Language Pedagogy**

For each statement within each of these content areas, you will be asked to make the following judgment:

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

To familiarize yourself with the content areas and statements you may wish to briefly glance through the inventory before making your judgments.

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

A. Listening Comprehension: The ability to understand Spanish when spoken by an educated native speaker at a normal rate of speech.	**IMPORTANCE**
1. Recognize the meaning carried by stress and intonation (e.g., esta vs. está / ¿Vas mañana? vs. Vas mañana.).	0 1 2 3 4
2. Extract meaning of an utterance based on key words	0 1 2 3 4
3. Understand vocabulary and sentences from their context	0 1 2 3 4
4. Understand high frequency vocabulary spoken in context	0 1 2 3 4
5. Understand high frequency idiomatic expressions and figures of speech	0 1 2 3 4
6. Recognize what question has been asked or what instruction has been given	0 1 2 3 4
7. Understand simple, complex, and compound sentences in past, present, and future	0 1 2 3 4
8. Understand sentences with more complex constructions (e.g., contrary-to-fact clauses)	0 1 2 3 4
9. Understand formal exchanges between or among other people (e.g., listening to a television or radio interview or panel discussion)	0 1 2 3 4
10. Understand the main ideas of formal extended discourse such as speeches and lectures on non-technical topics	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

A. Listening Comprehension (continued)

		IMPORTANCE
11.	Understand the main ideas of non-technical broadcasts (e.g., radio, TV -- advertisements, announcements, news broadcasts)	0 1 2 3 4
12.	Identify the main idea of an informal conversational exchange when it is stated directly	0 1 2 3 4
13.	Identify the main idea of a conversational exchange when it can be inferred on the basis of information in the conversation	0 1 2 3 4
14.	Recognize internal inconsistencies in a spoken message (e.g., when a speaker gives contradictory information or makes statements that do not coincide with what the speaker said earlier)	0 1 2 3 4
15.	Determine whether statements in a spoken message are presented as facts or opinions	0 1 2 3 4
16.	Identify assumptions on which the logical reasoning in a spoken message is based	0 1 2 3 4
17.	Identify the affective or emotional content of a spoken message (e.g., affection, sadness, humor, irony, sarcasm)	0 1 2 3 4
18.	Recognize different uses of speech in different social situations ...	0 1 2 3 4
19.	Understand routine telephone exchanges	0 1 2 3 4
20.	Understand utterances with some background interference	0 1 2 3 4
21.	Understand conversations on a variety of everyday topics	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

A. Listening Comprehension (continued)		IMPORTANCE
22.	Understand speech at a normal conversational rate	0 1 2 3 4
23.	Understand speech at a rapid rate	0 1 2 3 4
24.	Demonstrate an awareness of regional variations of pronunciation and vocabulary (e.g., Mexican, Argentinean, Caribbean or Iberian Spanish)	0 1 2 3 4
25.	**Overall evaluation of the importance of Listening Comprehension**	0 1 2 3 4

B. Reading Comprehension: The ability to understand written Spanish.

Understand the content and organization of a reading selection

26.	Determine the main theme	0 1 2 3 4
27.	Identify important ideas	0 1 2 3 4
28.	Identify the supporting details	0 1 2 3 4
29.	Identify paraphrases or summaries of ideas	0 1 2 3 4
30.	Identify the relationships among ideas directly stated (e.g., relationships of cause and effect and sequence)	0 1 2 3 4
31.	Locate the place in a reading selection where a specific kind of information can be found	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

Understand the implied content of a reading selection		**IMPORTANCE**
32.	Distinguish what is implied from what is directly stated	0 1 2 3 4
33.	Make inferences from the directly stated content	0 1 2 3 4
34.	Recognize the attitude(s) expressed (e.g., subjective vs. objective tone)	0 1 2 3 4
35.	Recognize the style or manner of expression (e.g., formal vs. informal)	0 1 2 3 4
36.	Distinguish fact from opinion	0 1 2 3 4
37.	Determine the author's purpose for writing the selection	0 1 2 3 4
38.	Predict the logical sequence of ideas or the outcome of events ...	0 1 2 3 4
Understand the way in which language is used in a reading selection		
39.	Recognize different interpretations of a word, sentence, paragraph, or the entire selection	0 1 2 3 4
40.	Identify what the author assumes that a reader knows when a specific word or phrase is used	0 1 2 3 4
41.	Recognize how the meaning of a word, sentence, or paragraph is affected by the context in which it appears	0 1 2 3 4
42.	Determine the meanings of figurative language (e.g., metaphors, similes)	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

Understand the way in which language is used in a reading selection (cont.)		**IMPORTANCE**
43.	Understand the function of key transition indicators (e.g., "sin embargo","no obstante", "con todo", "por eso","por lo tanto", "por consiguiente...")	0 1 2 3 4
44.	Understand a variety of materials commonly read by the general public (e.g., newspapers, magazines)	0 1 2 3 4
45.	**Overall evaluation of the importance of Reading Comprehension**	0 1 2 3 4

C. Structure of the Spanish Language: Demonstrate the correct formation and use of grammatical structure and appropriate style in written and spoken Spanish.

Demonstrate the correct formation and use(s) of . . .

46.	regular and irregular verbs (including orthographic- and stem-changing) in all indicative tenses	0 1 2 3 4
47.	regular and irregular verbs in the conditional	0 1 2 3 4
48.	regular and irregular verbs (including orthographic- and stem-changing) in the subjunctive mood	0 1 2 3 4
49.	the formal and informal commands (both regular and irregular)	0 1 2 3 4
50.	reflexive verbs	0 1 2 3 4
51.	ser vs. estar	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

Demonstrate the correct formation and use(s) of . . . (cont.)		**IMPORTANCE**
52.	saber vs. conocer	0 1 2 3 4
53.	the preterite vs. the imperfect	0 1 2 3 4
54.	expressions of futurity (e.g., ir a + infinitive, pensar + infinitive)	0 1 2 3 4
55.	future and conditional of probability	0 1 2 3 4
56.	hace. . .que expressions in the present and past	0 1 2 3 4
57.	regular and irregular present participles	0 1 2 3 4
58.	regular and irregular past participles	0 1 2 3 4
59.	the passive voice and its reflexive or active voice substitutes (e.g., se vende)	0 1 2 3 4
60.	personal pronouns (subjective, objective; direct, indirect; prepositional and reflexive)	0 1 2 3 4
61.	relative pronouns (e.g., que, el que, el cual, lo que, quien, cuyo)	0 1 2 3 4
62.	demonstrative and possessive adjectives and pronouns	0 1 2 3 4
63.	conjunctions	0 1 2 3 4
64.	interrogatives and exclamations	0 1 2 3 4
65.	comparatives and superlatives	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

Demonstrate the correct formation and use(s) of . . . (cont.)		**IMPORTANCE**
66.	plural forms of nouns and adjectives	0 1 2 3 4
67.	agreement of adjectives, nouns, verbs, and pronouns	0 1 2 3 4
68.	por vs. para	0 1 2 3 4
69.	definite and indefinite articles	0 1 2 3 4
70.	idiomatic expressions (e.g., tener que, hay que, dar con)	0 1 2 3 4
71.	expressions for describing weather (e.g., hace frío)	0 1 2 3 4
Language Analysis		
72.	Understand the basic meaningful elements of words (morphemes) (e.g., augmentative, diminutive, and pejorative suffixes, tense/person verb endings, gender/number markers in nouns and adjectives, adverb formation)	0 1 2 3 4
73.	Understand word order to form phrases, clauses, or sentences (e.g., in affirmative and negative sentences, statements/questions/commands, placement of adjectives)	0 1 2 3 4
74.	Understand the formation of compound words and contractions (e.g., paraguas, al)	0 1 2 3 4
75.	Understand the function of cognates and false cognates in the development of vocabulary	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

Language Analysis (continued)		IMPORTANCE
76.	Understand the function of derivatives from other languages in contemporary Spanish (e.g., álgebra - Arabic, chófer - French) ...	0 1 2 3 4
77.	Understand the properties of the basic elements of oral discourse (e.g., phonemes, points/manner of articulation, voicing)	0 1 2 3 4
78.	Demonstrate knowledge of stress, rhythm, and intonation patterns of standard Spanish and how these compare to English	0 1 2 3 4
79.	Identify common pronunciation problems for non-native speakers of Spanish (e.g., trill "r" vs, tap "r")	0 1 2 3 4
80.	**Overall evaluation of the importance of the Structure of the Spanish Language**	0 1 2 3 4

D. Speaking: The ability to speak Spanish.

81.	Speak well enough to be intelligible to an educated native speaker of Spanish	0 1 2 3 4
82.	Converse in a clearly participatory fashion on a variety of concrete everyday topics	0 1 2 3 4
83.	Speak with appropriate stress, intonation and rhythm	0 1 2 3 4
84.	Demonstrate a working vocabulary relevant to a variety of concrete and everyday topics	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

D. **Speaking** (continued)		**IMPORTANCE**
85.	Speak with sufficient grammatical accuracy so as to be easily understood by Spanish speakers unaccustomed to speaking with foreigners	0 1 2 3 4
86.	Initiate, sustain, and bring to closure a wide variety of communicative tasks (e.g., explain, discuss, ask and respond to questions, request, praise, deny, interact socially)	0 1 2 3 4
87.	Present opinions on familiar topics	0 1 2 3 4
88.	Restate and compare differing points of view	0 1 2 3 4
89.	Defend opinions on familiar topics	0 1 2 3 4
90.	Narrate and describe situations with paragraph-length discourse using appropriate structures to convey past, present, and future	0 1 2 3 4
91.	Adapt vocabulary and style of language to the situation and the audience (e.g., use suitably formal or informal language)	0 1 2 3 4
92.	Supply a synonym for or explanation of a word/phrase that has not been understood	0 1 2 3 4
93.	Request clarification of a spoken message when it has not been understood	0 1 2 3 4
94.	Summarize orally a speaker's main ideas	0 1 2 3 4
95.	Read aloud with the intonation, inflection, and fluency necessary to communicate written material effectively	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

D. Speaking (continued)		**IMPORTANCE**
96.	Provide comprehensible directions/instructions to students	0 1 2 3 4
97.	**Overall evaluation of the importance of Speaking**	0 1 2 3 4

E. Writing: The ability to write Spanish.

Composing Skills

98.	Write well enough to be intelligible to educated native speakers of Spanish	0 1 2 3 4
99.	Use appropriate transitional expressions	0 1 2 3 4
100.	Write simple social correspondence	0 1 2 3 4
101.	Take notes	0 1 2 3 4
102.	Write comprehensive summaries	0 1 2 3 4
103.	Describe an event or situation of a factual nature	0 1 2 3 4
104.	Delineate the steps in a process or procedure (e.g., explain how to do something)	0 1 2 3 4
105.	Provide comprehensible directions/instructions to students	0 1 2 3 4
106.	Present an opinion on familiar topics	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

Composing Skills (continued)		**IMPORTANCE**
107.	Restate and compare differing points of view	0 1 2 3 4
108.	Defend an opinion on familiar topics	0 1 2 3 4
109.	Analyze ideas and information in various ways (e.g., explain the cause and effect, draw conclusions)	0 1 2 3 4
110.	Produce and develop supporting material that explains or illustrates key ideas	0 1 2 3 4
111.	Organize ideas effectively and logically	0 1 2 3 4
112.	Demonstrate a working vocabulary relevant to a variety of concrete and everyday topics	0 1 2 3 4
113.	Use language appropriate to the task and/or the audience addressed	0 1 2 3 4
114.	Produce writing that is free of major errors in grammar, punctuation, syllabication, and spelling	0 1 2 3 4
Editing and Revising Skills		
115.	Recognize basic grammatical errors in written Spanish (e.g., in morphology, syntax)	0 1 2 3 4
116.	Understand why native English speakers are prone to make certain basic grammatical errors in written Spanish	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

Editing and Revising Skills (continued)		**IMPORTANCE**
117.	Recognize language that is inappropriate to the task and/or the audience addressed	0 1 2 3 4
118.	Revise writing that is inappropriate to the task and/or the audience addressed	0 1 2 3 4
119.	Revise writing to clarify meaning	0 1 2 3 4
120.	**Overall evaluation of the importance of Writing**	0 1 2 3 4

F. Culture: Knowledge of the society, history, and geography of Spanish-speaking regions and countries.

121.	Locate the Spanish-speaking regions and countries	0 1 2 3 4
122.	Identify the major geographical features of Spanish-speaking regions and countries	0 1 2 3 4
123.	Demonstrate familiarity with the major works and authors of the literature of Spanish-speaking countries	0 1 2 3 4
124.	Demonstrate familiarity with the contributions of other linguistic and cultural groups to the culture of Spanish-speaking regions and countries (e.g., Basques, American Indian groups, Arabs, U.S.A.)	0 1 2 3 4
125.	Know about the major groups indigenous to the Spanish-speaking Americas	0 1 2 3 4
126.	Recognize the contributions of Spanish to other cultures (e.g., Meso-American and U.S. cultures)	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

F. Culture (continued) — **IMPORTANCE**

127.	Know about significant figures and their works in traditional theater, music, art, and dance of Spanish-speaking countries (e.g., Lope de Vega, Goya, Juan Ruiz de Alarcón)	0 1 2 3 4
128.	Know about significant figures and their works in contemporary theater, film, music, art, and dance of Spanish-speaking countries (e.g., Buñuel, Alicia Alonso, Ima Sumac)	0 1 2 3 4
129.	Know about significant styles of theater, music, art, architecture, and dance of Spanish-speaking countries	0 1 2 3 4
130.	Identify major (landmark) contributions of Spanish-speaking people to the history, economy, political life, and culture of the United States	0 1 2 3 4
131.	Know about the location and ethnic composition of the major populations of Spanish-speaking people in the United States	0 1 2 3 4
132.	Demonstrate an awareness of contemporary world politics and economics affecting Spanish-speaking countries (e.g., the O.E.A., political movements, the European Community, environmental concerns)	0 1 2 3 4
133.	Know about contemporary lifestyles (e.g., food, mealtimes, customs, holidays, sports, family relationships, religion, regional variations, foreign influences, monetary units)	0 1 2 3 4
134.	Recognize the socio-linguistic elements associated with the Spanish language (e.g., body language, use of tú vs. usted, social interaction patterns)	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

F. Culture (continued)		**IMPORTANCE**
135.	Recognize the most important events and principal historic figures of Spanish-speaking countries	0 1 2 3 4
136.	**Overall evaluation of the importance of Culture**	0 1 2 3 4
G. Foreign Language Pedagogy: This includes knowledge of students, curriculum, teaching strategies, and resources.		
137.	Give a rationale for learning Spanish	0 1 2 3 4
138.	Explain the role of Spanish in the total curriculum	0 1 2 3 4
139.	Give a rationale for teaching a particular topic in Spanish	0 1 2 3 4
140.	Give a rationale for teaching a particular content area (e.g., mathematics, science, language arts) in Spanish	0 1 2 3 4
141.	Evaluate the impact of learning theories on teaching Spanish (e.g., second language acquisition, developmental learning)	0 1 2 3 4
142.	Demonstrate an understanding of current methodologies (e.g., delayed production, proficiency-based approaches)	0 1 2 3 4
143.	Evaluate the organization of content in a particular Spanish curriculum	0 1 2 3 4
144.	Demonstrate an awareness of the importance of articulation (coordination among elementary, middle, secondary school and college/university Spanish curricula)	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

G. Foreign Language Pedagogy (continued)

		IMPORTANCE
145.	Organize content in a Spanish curriculum for a specific group of students and justify it	0 1 2 3 4
146.	Identify the knowledge, experience, and skills that students bring to various content areas in Spanish	0 1 2 3 4
147.	Evaluate and make appropriate use of curricular materials and resources for Spanish (e.g., textbooks, authentic materials, computer software, laboratory materials, learning kits)	0 1 2 3 4
148.	Evaluate and make appropriate use of mass media (e.g., film, television, video) to teach Spanish	0 1 2 3 4
149.	Evaluate and make appropriate use of instructional technologies (e.g., computer, videodisc, interactive television) to teach Spanish	0 1 2 3 4
150.	Evaluate teaching strategies and activities as related to specific objectives (e.g., laboratory work, supervised practice, group work, lecture)	0 1 2 3 4
151.	Select and use a variety of appropriate teaching strategies	0 1 2 3 4
152.	Use appropriate forms of representation (e.g., analogies, examples, visuals, concrete objects, realia) to make Spanish understandable and interesting	0 1 2 3 4
153.	Show relationships among topics in Spanish (e.g., similarities between endings in the imperfect and the conditional, Arab influence on Spanish history, language and art)	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

G. Foreign Language Pedagogy (continued)		IMPORTANCE
154.	Integrate Spanish and other curricular areas	0 1 2 3 4
155.	Use students' out-of-class experiences and knowledge to teach Spanish	0 1 2 3 4
156.	Construct appropriate instruments to evaluate students' performance in Spanish	0 1 2 3 4
157.	Use appropriate evaluation strategies (e.g., portfolios, observations, interviews, oral discussions, essays, written tests, diaries, daily logs) to assess students' performance in Spanish	0 1 2 3 4
158.	Develop a variety of questioning strategies that ask students to display their understanding of particular topics	0 1 2 3 4
159.	Engage students in developing their own questions about topics in Spanish	0 1 2 3 4
160.	Distinguish errors which impede comprehension from less serious ones	0 1 2 3 4
161.	Assist students in developing strategies to overcome first-language interference and other error inducing linguistic patterns	0 1 2 3 4
162.	Recognize patterns of error in students' work and assist students in developing strategies to recognize and correct them	0 1 2 3 4
163.	Manage student interaction in a Spanish classroom without discouraging divergent thought	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

G. Foreign Language Pedagogy (continued)		IMPORTANCE
164.	Demonstrate an awareness of strategies for motivating and encouraging students to succeed in Spanish	0 1 2 3 4
165.	Understand complex factors (e.g., societal, gender, racial, socio-economic, language) that affect the teaching of Spanish	0 1 2 3 4
166.	Understand complex factors (e.g., societal, gender, racial, socio-economic, language) that affect students' learning of Spanish	0 1 2 3 4
167.	Demonstrate an awareness of professional and scholarly literature (e.g., journals, reference works, magazines) appropriate for Spanish teachers and students	0 1 2 3 4
168.	Demonstrate an awareness of professional and scholarly organizations for Spanish and other foreign language teachers and students	0 1 2 3 4
169.	Understand current language proficiency guidelines (e.g., ACTFL, FSI)	0 1 2 3 4
170.	Show students ways to study Spanish effectively	0 1 2 3 4
171.	Identify English language interference and other linguistic phenomena characteristic of native Spanish speakers studying Spanish and assist students to develop strategies to overcome them	0 1 2 3 4

How **IMPORTANT** is it for **NEWLY-LICENSED (CERTIFIED)** Spanish teachers to know or be able to do each of the following in order to perform their job in a competent manner?

Circle your response using the 5-point scale adjacent to each statement.

(0) OF NO IMPORTANCE
(1) OF LITTLE IMPORTANCE
(2) MODERATELY IMPORTANT
(3) IMPORTANT
(4) VERY IMPORTANT

G. Foreign Language Pedagogy (continued)

		IMPORTANCE
172.	Know linguistic, social, and cultural phenomena associated with biculturalism and bilingualism in the U.S. and how these phenomena affect the teaching of Spanish to native Spanish speakers	0 1 2 3 4
173.	**Overall evaluation of the importance of Foreign Language Pedagogy**	0 1 2 3 4

ADDITIONAL COMMENTS

Please use this space to list any important **CONTENT AREAS** that you believe were **NOT** included in this inventory.

Please use this space to list any important **STATEMENTS** that you believe were **NOT** included in this inventory. For each statement please indicate the category to which it belongs.

CONTENT COVERAGE

How well were the important knowledge and abilities covered in each of the content areas in the inventory? (Circle your response using the 5-point scale).

A. **Listening Comprehension**

1.....2.....3.....4.....5
Very Poorly Poorly Adequately Well Very Well

B. **Reading Comprehension**

1.....2.....3.....4.....5
Very Poorly Poorly Adequately Well Very Well

C. **Structure of the Spanish Language**

1.....2.....3.....4.....5
Very Poorly Poorly Adequately Well Very Well

D. **Speaking**

1.....2.....3.....4.....5
Very Poorly Poorly Adequately Well Very Well

E. **Writing**

1.....2.....3.....4.....5
Very Poorly Poorly Adequately Well Very Well

F. **Culture**

1.....2.....3.....4.....5
Very Poorly Poorly Adequately Well Very Well

G. **Foreign Language Pedagogy**

1.....2.....3.....4.....5
Very Poorly Poorly Adequately Well Very Well

RECOMMENDATIONS FOR TEST CONTENT

Listed below are the seven content areas that may be covered on the new NTE Spanish examination. If the examination were to contain 100 questions, how many questions do you believe should be included from each content area?

Please indicate your response using whole numbers (no fractions). If you believe a content area should not be included in the examination, put a 0 in the space provided. Please make sure that your responses sum to 100.

CONTENT AREAS		NUMBER OF EXAM QUESTIONS (OUT OF 100)
A.	**Listening Comprehension**	_____
B.	**Reading Comprehension**	_____
C.	**Structure of the Spanish Language**	_____
D.	**Speaking**	_____
E.	**Writing**	_____
F.	**Culture**	_____
G.	**Foreign Language Pedagogy**	_____

TOTAL 100

BACKGROUND INFORMATION

The information which you provide in this section is completely confidential and will be used for research purposes only. Your responses will be grouped statistically with those of other individuals who are participating in this survey. A vital part of the statistical analysis consists of grouping people with varying experience and varying backgrounds. To do this, we need your answers to the following questions.

(Circle your response).

174. In which state do you work?

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming

175. What is your age?

1. Under 25
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. 65 and over

176. What is your sex?

1. Female
2. Male

177. Is your ethnic heritage Hispanic?

1. Yes
2. No

178. Which of the following best describes you?

1. American Indian or Alaska Native
2. Black or African American
3. Asian or Pacific Islander
4. White
5. Other _____

179. Which of the following best describes your highest educational attainment?

1. Less than a Bachelors degree
2. Bachelors degree
3. Bachelors degree + additional credits
4. Masters degree
5. Masters degree + additional credits
6. Doctorate

180. Which of the following best describes your current employment status?

1. Temporary substitute (assigned on a daily basis)
2. Permanent substitute (assigned on a longer term basis)
3. Regular teacher (not a substitute)
4. Principal or Assistant Principal
5. School Administrator
6. Curricular Supervisor
7. State Administrator
8. College Faculty
9. Other (please specify) _____

181. Are you a native Spanish speaker?

1. Yes
2. No

BACKGROUND INFORMATION (continued)

182. How many years have you taught Spanish?

1. Less than a year
2. 1 - 2 years
3. 3 - 5 years
4. 6 - 10 years
5. 11 - 15 years
6. 16 - 20 years
7. 21 or more years
8. Never taught Spanish

183. What is the predominant school level at which you teach?
(Circle **only one** category)

1. Elementary
2. Middle
3. Secondary
4. College or University
5. Do not currently teach
6. Other (please specify) _____

184. Circle the organizations to which you currently belong.

1. American Association of Teachers of Spanish and Portuguese
2. American Council on the Teaching of Foreign Languages
3. National Council of State Supervisors of Foreign Languages

THANK YOU FOR COMPLETING THIS INVENTORY.
PLEASE RETURN IT WITHIN <u>10 DAYS</u> USING THE ENCLOSED ENVELOPE.

Appendix D

Survey Cover Letter

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
609-734-1090 (Fax)
CABLE EDUCTESTSVC

DIVISION OF APPLIED
MEASUREMENT RESEARCH

May 1, 1990

Dear Colleague:

I am writing to ask your cooperation in a project that should be of importance to teachers, college faculty, administrators, and other professionals in the field of Spanish. Educational Testing Service (ETS) is in the process of developing a new generation of assessments for the purpose of licensing (certifying) teachers. One type of assessment will be created to measure the prospective teacher's subject-matter or specialty-area knowledge and will likely take place upon completion of the undergraduate teacher education program. One such assessment is a new version of the NTE Spanish examination. I am asking for your help as we develop this examination.

As part of the developmental process of the new NTE Spanish examination, ETS has worked closely with teachers, college faculty, and school administrators to identify potentially important knowledge areas and abilities. The enclosed inventory has been developed as a way to obtain your judgments on the importance of these knowledge and abilities for the newly-licensed (certified) Spanish teacher. The data obtained from these inventories will be used to guide the design and content of the new NTE Spanish examination.

This inventory is being mailed to approximately 800 practicing professionals. Its value is directly related to the number of individuals who return their inventories. Because you represent a large number of professionals, your judgments are very important. Your responses will be kept in strict confidence. The inventory asks for some background information about you; this is solely for purposes of describing the group of respondents.

The results of this study are expected to be widely disseminated and should be very useful to the profession.

A postage-paid envelope is enclosed for the return of your completed questionnaire. Thank you for your participation in this very important project.

Sincerely,

Richard Tannenbaum, Ph.D.
Associate Research Scientist

Enclosures

Appendix E

Respondent Demographics

	Number	Percent
GEOGRAPHIC REGION		
Northeast	100	24.7
Central	101	25.0
Southern	109	27.0
Far West	94	23.2
Total	404	
Missing Responses	19	
AGE (years)		
Under 25	2	0.5
25 - 34	34	8.3
35 - 44	172	42.0
45 - 54	135	32.9
55 - 64	58	14.1
Over 64	9	2.2
Total	410	
Missing Responses	13	
SEX		
Female	288	70.4
Male	121	29.6
Total	409	
Missing Responses	14	
SCHOOL LEVEL		
Elementary	2	0.5
Middle	21	5.2
Secondary	244	60.2
College or University	107	26.4

	Number	Percent
SCHOOL LEVEL (cont.)		
Do not currently teach	31	7.7
Total	405	
Missing Responses	18	
RACE/ETHNICITY		
Native American	0	0.0
Asian American	5	1.2
Black	10	2.5
Hispanic	61	15.0
White	328	80.6
Other	3	0.7
Total	407	
Missing Responses	16	
HIGHEST EDUCATIONAL ATTAINMENT		
Less than Bachelor's	0	0.0
Bachelor's	3	0.7
Bachelor's + Credits	66	16.1
Master's	44	10.7
Master's + Credits	193	47.1
Doctorate	104	25.4
Total	410	
Missing Responses	13	
CURRENT EMPLOYMENT STATUS		
Temporary Substitute	2	0.5
Permanent Substitute	1	0.3
Regular Teacher (not a substitute)	236	59.4
Principal/Assistant Principal	1	0.3
School Administrator	0	0.0

	Number	Percent
CURRENT EMPLOYMENT STATUS (cont.)		
Curriculum Supervisor	3	0.8
State Administrator	30	7.6
College Faculty	104	26.2
Other	20	5.0
Total	397	
Missing Responses	26	
TEACHING EXPERIENCE (years)		
Never taught	14	3.4
Less than 1	2	0.5
1 - 2	12	2.9
3 - 5	36	8.8
6 - 10	68	16.6
11 - 15	91	22.2
16 - 20	73	17.8
21 or more	114	27.8
Total	410	
Missing Responses	13	
NATIVE SPANISH SPEAKER		
Yes	61	14.9
No	348	85.1
Total	409	
Missing Responses	14	
MEMBERSHIP IN ORGANIZATIONS		
American Association of Teachers of Spanish and Portuguese (AATSP)	167	42.0
American Council on the Teaching of Foreign Languages (ACTFL)	49	12.3

	Number	Percent
MEMBERSHIP IN ORGANIZATIONS (cont.)		
National Council of State Supervisors of Foreign Languages (NCSSFL)	3	0.8
AATSP & ACTFL	156	39.2
AATSP & NCSSFL	1	0.3
ACTFL & NCSSFL	15	3.8
AATSP, ACTFL & NCSSFL	7	1.8
Total	398	
Missing Responses	25	

Appendix F

Mean Importance Ratings:
Teachers, State Administrators, and Teacher Educators

	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
A. LISTENING COMPREHENSION						
1. Recognize meaning carried by stress, intonation	3.62	0.63	3.68	0.67	3.76	0.51
2. Extract meaning based on key words	3.59	0.62	3.59	0.68	3.70	0.52
3. Understand vocabulary from context	3.67	0.54	3.68	0.72	3.67	0.55
4. Understand high frequency vocabulary from context	3.78	0.48	3.93	0.37	3.83	0.38
5. Understand high frequency expressions of speech	3.36	0.74	3.79	0.49	3.50	0.56
6. Recognize what question has been asked	3.78	0.47	3.86	0.35	3.77	0.45
7. Understand simple, complex, compound sentences	3.59	0.70	3.86	0.35	3.68	0.53
8. Understand sentences with complex constructions	3.09	0.86	3.38	0.68	3.21	0.76
9. Understand formal exchanges	2.79	0.85	3.24	0.64	2.94	0.81
10. Understand main idea of formal extended discourse	2.77	0.90	3.45	0.69	3.03	0.85
11. Understand main idea of non-technical broadcasts	3.00	0.81	3.55	0.69	3.19	0.77
12. Identify main idea of informal conversations	3.59	0.62	3.90	0.31	3.62	0.61
13. Identify main idea when it can be inferred	3.21	0.71	3.59	0.63	3.02	0.86
14. Recognize internal inconsistencies in a spoken message	2.76	0.89	3.07	0.84	2.72	0.91
15. Determine if statements are presented as facts/opinions	2.82	0.95	3.38	0.73	2.84	1.05
16. Identify assumptions on which logical reasoning is based	2.41	0.94	2.86	0.95	2.38	0.93
17. Identify affective/emotional content of spoken message	2.87	0.91	3.10	0.86	2.85	0.79
18. Recognize uses of speech in different social situations	3.06	0.90	3.38	0.78	2.83	0.86
19. Understand routine telephone exchanges	3.19	0.77	3.72	0.45	3.21	0.80
20. Understand utterances with background interference	2.53	0.91	3.07	0.80	2.46	0.92
21. Understand conversations on a variety of everyday topics	3.49	0.70	3.86	0.44	3.47	0.64
22. Understand speech at a normal conversational rate	3.52	0.70	3.86	0.35	3.56	0.64

	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
A. LISTENING COMPREHENSION (cont.)						
23. Understand speech at a rapid rate	2.39	0.88	2.86	0.79	2.36	0.92
24. Demonstrate awareness of regional variation	2.40	1.06	2.69	0.93	2.41	0.98
B. READING COMPREHENSION						
Understand the content and organization of a reading selection						
26. Determine the main theme	3.66	0.58	3.73	0.78	3.77	0.45
27. Identify important ideas	3.64	0.56	3.73	0.78	3.77	0.45
28. Identify the supporting details	3.25	0.74	3.47	0.86	3.30	0.68
29. Identify paraphrases or summaries of ideas	3.25	0.78	3.33	0.92	3.29	0.79
30. Identify the relationships among ideas directly stated	3.10	0.80	3.27	0.64	3.12	0.75
Understand the content and organization of a reading selection						
31. Locate the place where specific info can be found	3.41	0.71	3.40	0.86	3.38	0.78
Understand the implied content of a reading selection						
32. Distinguish what is implied from what is directly stated	2.87	0.85	2.90	0.96	2.97	0.79
33. Make inferences from the directly stated content	2.82	0.84	3.10	0.96	2.82	0.81
34. Recognize the attitude(s) expressed	2.81	0.88	3.07	0.83	2.90	0.81
35. Recognize the style or manner of expression	3.05	0.89	3.43	0.73	2.95	0.83
36. Distinguish fact from opinion	3.17	0.81	3.40	0.81	3.24	0.81
37. Determine the author's purpose for writing the selection	2.82	0.94	3.23	0.68	2.79	0.91
38. Predict logical sequence or outcome	2.79	0.91	3.10	0.88	2.59	1.00
Understand the way in which language is used in a reading selection						
39. Recognize different interpretations	2.78	0.83	2.93	0.78	2.79	0.88
40. Identify what the author assumes that a reader knows	2.49	0.87	2.47	0.73	2.55	0.83

	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
B. READING COMPREHENSION (cont.)						
41. Recognize how meaning is affected by context	2.97	0.81	3.10	0.88	3.00	0.82
42. Determine the meaning of figurative language	2.44	0.88	2.93	0.83	2.63	0.83
43. Understand the function of key transition indicators	3.16	0.82	3.50	0.68	3.42	0.79
44. Understand a variety of materials read by general public	3.25	0.75	3.80	0.41	3.42	0.76
C. STRUCTURE OF THE SPANISH LANGUAGE						
Demonstrate the correct formation and use(s) of . . .						
46. regular and irregular verbs in all indicative tenses	3.85	0.40	3.72	0.65	3.82	0.53
47. regular and irregular verbs in the conditional	3.60	0.64	3.38	0.78	3.52	0.68
48. regular and irregular verbs in the subjunctive mood	3.41	0.75	3.34	0.77	3.58	0.68
Demonstrate the correct formation and use(s) of . . .						
49. the formal and informal commands	3.62	0.60	3.69	0.71	3.61	0.65
50. reflexive verbs	3.71	0.55	3.72	0.65	3.76	0.62
51. ser vs. estar	3.82	0.46	3.82	0.61	3.78	0.48
52. saber vs. conocer	3.71	0.60	3.75	0.70	3.67	0.58
53. the preterite vs. the imperfect	3.62	0.61	3.79	0.62	3.68	0.55
54. expressions of futurity	3.72	0.54	3.66	0.72	3.56	0.64
55. future and conditional probability	3.11	0.86	3.29	0.85	2.88	0.92
56. hace. . .que expressions in the present and past	3.41	0.74	3.64	0.73	3.29	0.79
57. regular and irregular present participles	3.60	0.63	3.59	0.73	3.45	0.77
58. regular and irregular past participles	3.62	0.62	3.64	0.68	3.56	0.68
59. the passive voice/its reflexive or active voice substitutes	3.15	0.79	3.24	0.87	3.28	0.80

	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
C. STRUCTURE OF THE SPANISH LANGUAGE (cont.)						
60. personal pronouns	3.76	0.48	3.79	0.62	3.73	0.49
61. relative pronouns	3.00	0.86	3.31	0.97	2.95	0.90
Demonstrate the correct formation and use(s) of . . .						
62. demonstrative and possessive adjectives and pronouns	3.68	0.60	3.55	0.69	3.52	0.62
63. conjunctions	3.45	0.75	3.57	0.74	3.34	0.76
64. interrogatives and exclamations	3.64	0.59	3.62	0.73	3.50	0.68
65. comparatives and superlatives	3.52	0.68	3.72	0.65	3.37	0.75
66. plural forms of nouns and adjectives	3.87	0.37	3.83	0.59	3.81	0.42
67. agreement of adjectives, nouns, verbs, and pronouns	3.88	0.36	3.83	0.59	3.85	0.35
68. por vs. para	3.26	0.79	3.55	0.87	3.41	0.72
Demonstrate the correct formation and use(s) of . . .						
69. definite and indefinite articles	3.79	0.46	3.70	0.70	3.62	0.60
70. idiomatic expressions	3.52	0.62	3.57	0.77	3.52	0.64
71. expressions for describing weather	3.71	0.54	3.77	0.63	3.63	0.58
Language Analysis						
72. Understand basic elements of words	3.40	0.77	3.37	0.93	3.38	0.68
73. Understand word order	3.66	0.55	3.60	0.72	3.49	0.59
74. Understand formation of compound words, contractions	3.12	0.87	3.30	0.84	2.92	0.84
75. Understand function of cognates and false cognates	3.35	0.76	3.55	0.57	3.34	0.68
76. Understand function of derivatives from other languages	2.15	0.88	2.37	0.93	2.03	0.95
77. Understand basic elements of oral discourse	2.37	0.95	2.76	0.95	2.41	0.88

	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
C. STRUCTURE OF THE SPANISH LANGUAGE (cont.)						
78. Demonstrate knowledge of stress, rhythm, etc.	2.82	0.93	3.27	0.91	2.86	0.94
79. Identify pronunciation problems non-native speakers	3.15	0.88	3.63	0.61	3.22	0.86
D. SPEAKING						
81. Speak well enough to be intelligible	3.75	0.52	3.93	0.25	3.84	0.39
82. Converse in a clearly participatory fashion	3.54	0.69	3.90	0.31	3.50	0.62
83. Speak with appropriate stress, intonation, and rhythm	3.40	0.69	3.67	0.48	3.25	0.71
84. Demonstrate a working vocabulary for a variety of topics	3.65	0.58	3.87	0.35	3.59	0.58
85. Speak with grammatical accuracy	3.56	0.61	3.80	0.41	3.46	0.71
86. Initiate, sustain communicative tasks	3.28	0.80	3.70	0.53	3.24	0.71
87. Present opinions on familiar topics	3.27	0.80	3.73	0.52	3.26	0.73
88. Restate and compare differing points of view	2.84	0.84	3.37	0.72	2.76	0.85
89. Defend opinions on familiar topics	2.92	0.88	3.34	0.72	2.88	0.94
90. Narrate and describe situations	3.09	0.93	3.50	0.68	3.21	0.75
91. Adapt vocabulary and style of language to the situation	3.09	0.92	3.47	0.78	2.92	0.92
92. Supply a synonym for or explanation of a word	3.32	0.78	3.60	0.56	3.25	0.78
93. Request clarification of a spoken message	3.63	0.56	3.93	0.25	3.60	0.58
94. Summarize orally a speaker's main ideas	3.15	0.82	3.47	0.78	2.99	0.81
95. Read aloud with intonation, inflection, and fluency	3.52	0.67	3.57	0.77	3.44	0.71
96. Provide directions/instructions to students	3.85	0.40	3.97	0.18	3.75	0.50

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	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
E. WRITING						
Composing Skills						
98. Write well enough to be intelligible	3.58	0.61	3.67	0.48	3.60	0.57
99. Use appropriate transitional expressions	3.08	0.75	3.27	0.78	3.10	0.72
100. Write simple social correspondence	3.31	0.74	3.67	0.61	3.40	0.73
101. Take notes	2.97	0.90	3.40	0.77	3.09	0.83
102. Write comprehensive summaries	2.78	0.86	3.07	0.83	2.86	0.89
103. Describe an event or situation of a factual nature	3.30	0.72	3.60	0.50	3.41	0.72
104. Delineate the steps in a process or procedure	3.27	0.80	3.40	0.77	3.14	0.78
105. Provide comprehensible direction/instruction to students	3.76	0.51	3.87	0.35	3.75	0.48
Composing Skills						
106. Present an opinion on familiar topics	3.14	0.83	3.60	0.50	3.28	0.75
107. Restate and compare differing points of view	2.68	0.88	2.83	0.95	2.57	0.90
108. Defend an opinion on familiar topics	2.86	0.92	3.23	0.73	2.79	0.93
109. Analyze ideas and information in various ways	2.56	0.98	2.90	0.80	2.58	0.91
110. Produce and develop supporting material	2.78	0.97	3.00	0.83	2.72	0.90
111. Organize ideas effectively and logically	3.36	0.78	3.30	0.92	3.33	0.65
112. Demonstrate a working vocabulary for a variety of topics	3.60	0.63	3.67	0.55	3.52	0.65
113. Use language appropriate to task and/or the audience	3.36	0.78	3.27	0.98	3.17	0.78
114. Produce writing that is free of major errors	3.57	0.70	3.70	0.53	3.53	0.61
Editing and Revising Skills						
115. Recognize basic grammatical errors in written Spanish	3.70	0.55	3.87	0.35	3.75	0.48
116. Understand why English speakers make basic errors	3.45	0.79	3.77	0.50	3.51	0.64

	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
E. WRITING (cont.)						
117. Recognize language that is inappropriate to the task	3.19	0.76	3.50	0.68	3.07	0.80
118. Revise writing that is inappropriate to the task	3.09	0.77	3.37	0.72	2.94	0.83
119. Revise writing to clarify meaning	3.30	0.68	3.48	0.57	3.37	0.71
F. CULTURE						
121. Locate the Spanish-speaking regions and countries	3.76	0.56	3.90	0.40	3.74	0.63
122. Identify the major geographical features	3.06	0.94	3.33	0.66	3.12	0.94
123. Demonstrate familiarity with the major works	2.60	0.90	2.90	0.71	2.71	0.81
124. Demonstrate familiarity with contributions of groups	2.35	0.94	2.77	0.82	2.39	0.85
125. Know about the major groups indigenous	2.75	0.93	3.23	0.68	2.61	0.85
126. Recognize the contributions of Spanish to other cultures	3.02	0.84	3.27	0.69	2.89	0.87
127. Know about significant figures traditional	2.43	0.88	2.87	0.73	2.58	0.81
128. Know about significant figures contemporary	2.24	0.93	2.60	0.72	2.49	0.81
129. Know significant styles of theater, music, art, etc.	2.36	0.89	2.67	0.92	2.34	0.88
130. Identify major contributions of Spanish to U.S. history	2.86	0.86	3.13	0.78	2.86	0.97
131. Know location, etc. of Spanish-speaking people in U.S.	2.98	0.85	3.10	0.88	2.91	1.01
132. Demonstrate awareness of contemporary politics	2.64	0.91	3.10	0.71	2.65	0.90
133. Know about contemporary lifestyles	3.50	0.69	3.83	0.38	3.28	0.77
134. Recognize socio-linguistic elements of Spanish	3.35	0.73	3.77	0.43	3.29	0.74
135. Recognize the important events/principal historic figures	3.01	0.85	3.38	0.78	2.94	0.76
G. FOREIGN LANGUAGE PEDAGOGY						
137. Give a rationale for learning Spanish	3.60	0.65	3.67	0.48	3.41	0.82
138. Explain the role of Spanish in the total curriculum	3.38	0.80	3.73	0.52	3.14	0.89

	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
G. FOREIGN LANGUAGE PEDAGOGY (cont.)						
139. Give a rationale for teaching a particular topic	3.27	0.81	3.50	0.68	2.92	0.84
140. Give a rationale for teaching a particular content area	2.36	1.11	2.87	0.86	2.28	0.95
141. Evaluate the impact of learning theories	2.63	1.04	3.38	0.98	2.48	0.99
142. Demonstrate an understanding of current methodologies	3.06	0.92	3.77	0.50	2.95	1.08
143. Evaluate the organization of content	3.00	0.88	3.43	0.68	2.93	0.94
144. Demonstrate awareness of the importance of articulation	2.95	0.95	3.50	0.73	2.89	0.99
145. Organize content for specific group of students	3.02	0.93	3.34	0.77	2.81	0.94
146. Identify knowledge, etc. students bring to content areas	2.93	0.96	2.87	1.01	2.89	0.83
147. Evaluate/make appropriate use of curricular materials	3.42	0.77	3.67	0.61	3.40	0.66
148. Evaluate and make appropriate use of mass media	3.25	0.80	3.40	0.67	3.03	0.85
149. Evaluate/make use of instructional technologies	3.04	0.90	3.17	0.79	2.83	0.87
150. Evaluate teaching strategies and activities	3.27	0.84	3.53	0.82	3.00	0.86
151. Select/use a variety of appropriate teaching strategies	3.71	0.52	3.93	0.25	3.43	0.73
152. Use appropriate forms of representation	3.63	0.60	3.83	0.38	3.46	0.70
153. Show relationships among topics in Spanish	2.87	0.87	2.93	0.83	2.69	0.96
154. Integrate Spanish and other curricular areas	2.56	0.93	3.03	0.94	2.50	0.91
155. Use students' out-of-class experiences	3.05	0.85	3.37	0.67	3.02	0.87
156. Construct evaluation instruments	3.47	0.70	3.72	0.53	3.49	0.63
157. Use appropriate evaluation strategies	3.51	0.69	3.87	0.35	3.48	0.64
158. Develop a variety of questioning strategies	3.45	0.65	3.80	0.41	3.35	0.70
159. Engage students' in developing their own questions	3.13	0.76	3.60	0.50	3.04	0.80
160. Distinguish serious/less serious errors	3.36	0.73	3.83	0.38	3.47	0.71

	Teachers N = 237		State Administrators N = 30		Teacher Educators N = 104	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
G. FOREIGN LANGUAGE PEDAGOGY (cont.)						
161. Assist students in strategies to overcome linguistic errors	3.16	0.81	3.53	0.68	3.24	0.80
162. Recognize patterns or error in students' work	3.34	0.79	3.57	0.63	3.37	0.65
163. Manage without discouraging divergent thought	3.40	0.70	3.70	0.53	3.34	0.71
164. Demonstrate an awareness of strategies of motivation	3.57	0.63	3.77	0.57	3.36	0.77
165. Understand factors that affect the teaching of Spanish	2.89	0.86	3.00	1.04	2.76	0.95
166. Understand factors that affect students' learning	2.95	0.85	3.00	1.05	2.90	0.92
167. Demonstrate an awareness of professional literature	2.69	0.94	3.20	0.71	2.91	0.89
168. Demonstrate an awareness of professional organizations	2.77	0.97	3.30	0.79	2.90	0.96
169. Understand current language proficiency guidelines	2.94	0.92	3.70	0.60	2.96	0.90
170. Show students ways to study Spanish effectively	3.70	0.49	3.77	0.43	3.60	0.58
171. Identify English language interference	2.85	0.99	3.00	1.02	2.89	0.91
172. Know effects of biculturalism, etc.	2.48	0.96	2.87	0.86	2.48	0.95

Appendix G

Mean Importance Ratings: Subgroups of Respondents

	Race		Sex		Geographic Region				Teaching Experience	
	W	H	F	M	NE	C	S	FW	≤ 5	> 5
	N = 328	N = 61	N = 288	N = 121	N = 100	N = 101	N = 109	N = 94	N = 33	N = 202
A. LISTENING COMPREHENSION										
1. Recognize meaning carried by stress, intonation	3.67	3.58	3.64	3.73	3.67	3.63	3.71	3.70	3.48	3.63
2. Extract meaning based on key words	3.64	3.53	3.65	3.54	3.60	3.58	3.61	3.72	3.39	3.62
3. Understand vocabulary from context	3.69	3.70	3.70	3.67	3.70	3.62	3.69	3.76	3.61	3.69
4. Understand high frequency vocabulary from context	3.80	3.82	3.81	3.81	3.83	3.83	3.77	3.83	3.70	3.79
5. Understand high frequency expressions of speech	3.44	3.37	3.41	3.49	3.52	3.37	3.42	3.46	3.27	3.37
6. Recognize what question has been asked	3.80	3.78	3.82	3.73	3.85	3.74	3.75	3.84	3.70	3.80
7. Understand simple, complex, compound sentences	3.64	3.64	3.64	3.67	3.75	3.57	3.62	3.67	3.42	3.61
8. Understand sentences with complex constructions	3.13	3.29	3.14	3.20	3.30	3.00	3.05	3.30	2.91	3.11
9. Understand formal exchanges	2.80	3.20	2.85	2.97	3.09	2.64	2.83	3.03	2.61	2.82
10. Understand main idea of formal extended discourse	2.84	3.17	2.82	3.10	3.05	2.71	2.79	3.12	2.45	2.82
11. Understand main idea of non-technical broadcasts	3.08	3.22	3.08	3.19	3.31	2.80	3.09	3.25	2.81	3.03
12. Identify main idea of informal conversations	3.61	3.75	3.63	3.65	3.74	3.54	3.60	3.67	3.56	3.60
13. Identify main idea when it can be inferred	3.15	3.45	3.23	3.19	3.29	3.16	3.08	3.34	3.21	3.21
14. Recognize internal inconsistencies in a spoken message	2.68	3.13	2.73	2.84	2.82	2.58	2.72	2.93	2.67	2.76
15. Determine if statements are presented as facts/opinions	2.81	3.07	2.82	2.99	2.93	2.67	2.86	3.00	2.45	2.87
16. Identify assumptions on which logical reasoning is based	2.35	2.82	2.43	2.52	2.60	2.26	2.42	2.54	2.24	2.43
17. Identify affective/emotional content of spoken message	2.83	3.25	2.91	2.92	3.03	2.69	2.87	3.09	2.76	2.89
18. Recognize uses of speech in different social situations	2.99	3.17	3.08	2.90	3.14	2.92	2.93	3.14	2.97	3.07

W = White; H = Hispanic; F = Female; M = Male; NE = Northeast; C = Central; S = Southern; FW = Far West; ≤5 = Less than or equal to 5 years teaching experience; >5 = greater than 5 years teaching experience

	Race		Sex		Geographic Region				Teaching Experience	
	W	H	F	M	NE	C	S	FW	≤ 5	> 5
	N = 328	N = 61	N = 288	N = 121	N = 100	N = 101	N = 109	N = 94	N = 33	N = 202
A. LISTENING COMPREHENSION (cont.)										
19. Understand routine telephone exchanges	3.23	3.40	3.27	3.20	3.40	3.15	3.13	3.32	3.18	3.19
20. Understand utterances with background interference	2.49	2.72	2.58	2.52	2.64	2.43	2.50	2.70	2.31	2.57
21. Understand conversations on a variety of everyday topics	3.50	3.62	3.55	3.45	3.64	3.40	3.48	3.59	3.48	3.49
22. Understand speech at a normal conversational rate	3.53	3.85	3.58	3.56	3.64	3.45	3.55	3.65	3.53	3.52
23. Understand speech at a rapid rate	2.36	2.81	2.42	2.50	2.57	2.29	2.42	2.50	2.41	2.38
24. Demonstrate awareness of regional variation	2.36	2.78	2.46	2.42	2.66	2.31	2.30	2.53	2.34	2.41
25. Overall importance of Listening	3.51	3.66	3.53	3.55	3.61	3.46	3.46	3.62	3.39	3.47
B. READING COMPREHENSION										
Understand the content and organization of a reading selection										
26. Determine the main theme	3.71	3.78	3.72	3.68	3.80	3.61	3.62	3.81	3.44	3.69
27. Identify important ideas	3.69	3.82	3.71	3.68	3.76	3.61	3.63	3.80	3.56	3.65
28. Identify the supporting details	3.29	3.33	3.31	3.24	3.43	3.20	3.28	3.28	3.19	3.26
29. Identify paraphrases or summaries of ideas	3.29	3.42	3.32	3.24	3.34	3.22	3.30	3.33	3.09	3.27
30. Identify the relationships among ideas directly stated	3.11	3.27	3.16	3.07	3.27	3.04	3.13	3.09	2.94	3.13
Understand the content and organization of a reading selection										
31. Locate the place where specific info can be found	3.38	3.45	3.47	3.25	3.46	3.32	3.37	3.48	3.34	3.43

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	Race		Sex		Geographic Region				Teaching Experience	
	W	H	F	M	NE	C	S	FW	≤ 5	> 5
	N = 328	N = 61	N = 288	N = 121	N = 100	N = 101	N = 109	N = 94	N = 33	N = 202
B. READING COMPREHENSION (cont.)										
Understand the implied content of a reading selection										
32. Distinguish what is implied from what is directly stated	2.87	3.18	2.89	2.98	3.08	2.71	2.91	2.98	2.66	2.91
33. Make inferences from the directly stated content	2.81	3.08	2.85	2.88	2.93	2.76	2.83	2.89	2.63	2.85
34. Recognize the attitude(s) expressed	2.82	3.10	2.87	2.88	3.07	2.79	2.70	2.94	2.66	2.83
35. Recognize the style or manner of expression	3.00	3.40	3.09	3.01	3.18	3.02	3.01	3.08	2.94	3.05
36. Distinguish fact from opinion	3.17	3.43	3.20	3.26	3.27	3.11	3.13	3.38	3.00	3.19
37. Determine the author's purpose for writing the selection	2.80	3.15	2.85	2.90	2.88	2.84	2.79	2.92	2.66	2.84
38. Predict logical sequence or outcome	2.72	3.12	2.81	2.73	2.90	2.70	2.79	2.80	2.69	2.81
Understand the way in which language is used in a reading selection										
39. Recognize different interpretations	2.76	3.13	2.81	2.90	3.02	2.68	2.72	2.91	2.69	2.79
40. Identify what the author assumes that a reader knows	2.45	2.80	2.49	2.57	2.57	2.40	2.46	2.62	2.53	2.48
41. Recognize how meaning is affected by context	2.95	3.27	2.98	3.07	3.20	2.95	2.87	3.04	3.03	2.96
42. Determine the meaning of figurative language	2.48	2.90	2.47	2.79	2.78	2.48	2.41	2.62	2.41	2.44
43. Understand the function of key transition indicators	3.25	3.38	3.25	3.32	3.49	3.12	3.27	3.25	3.29	3.14
44. Understand a variety of materials read by general public	3.33	3.49	3.37	3.34	3.48	3.28	3.32	3.36	3.26	3.25
45. Overall importance of Reading	3.30	3.60	3.35	3.34	3.44	3.34	3.34	3.28	3.26	3.25

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C. STRUCTURE OF THE SPANISH LANGUAGE										
Demonstrate the correct formation and use(s) of . . .										
46. regular and irregular verbs in all indicative tenses	3.84	3.80	3.84	3.84	3.92	3.79	3.83	3.83	3.81	3.85
47. regular and irregular verbs in the conditional	3.55	3.64	3.58	3.55	3.64	3.47	3.52	3.68	3.39	3.63
48. regular and irregular verbs in the subjunctive mood	3.45	3.52	3.47	3.47	3.59	3.35	3.45	3.51	3.26	3.42
Demonstrate the correct formation and use(s) of . . .										
49. the formal and informal commands	3.62	3.77	3.67	3.60	3.73	3.62	3.62	3.62	3.42	3.65
50. reflexive verbs	3.72	3.79	3.73	3.76	3.76	3.73	3.74	3.74	3.68	3.72
51. ser vs. estar	3.79	3.87	3.78	3.89	3.78	3.79	3.85	3.83	3.90	3.81
52. saber vs. conocer	3.69	3.72	3.69	3.74	3.65	3.70	3.75	3.71	3.68	3.71
53. the preterite vs. the imperfect	3.64	3.70	3.61	3.75	3.71	3.55	3.64	3.73	3.52	3.64
54. expressions of futurity	3.65	3.79	3.71	3.59	3.68	3.65	3.68	3.68	3.77	3.71
55. future and conditional probability	3.01	3.33	3.05	3.13	3.15	2.95	3.08	3.11	3.13	3.11
56. hace. . .que expressions in the present and past	3.35	3.62	3.38	3.43	3.44	3.28	3.43	3.44	3.35	3.42
57. regular and irregular present participles	3.53	3.70	3.57	3.57	3.66	3.44	3.54	3.68	3.32	3.64
58. regular and irregular past participles	3.59	3.66	3.60	3.62	3.69	3.53	3.57	3.69	3.26	3.67
59. the passive voice/its reflexive or active voice substitutes	3.16	3.33	3.17	3.24	3.35	3.07	3.16	3.22	2.90	3.19
60. personal pronouns	3.75	3.80	3.75	3.79	3.81	3.73	3.78	3.73	3.74	3.76
61. relative pronouns	2.95	3.30	2.98	3.10	3.09	2.84	3.07	3.05	3.06	2.98

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C. STRUCTURE OF THE SPANISH LANGUAGE (cont'd)										
Demonstrate the correct formation and use(s) of . . .										
62. demonstrative and possessive adjectives and pronouns	3.61	3.70	3.61	3.64	3.64	3.56	3.64	3.65	3.65	3.68
63. conjunctions	3.40	3.48	3.39	3.47	3.44	3.38	3.40	3.46	3.42	3.45
64. interrogatives and exclamations	3.57	3.62	3.58	3.61	3.59	3.55	3.60	3.62	3.45	3.67
65. comparatives and superlatives	3.47	3.61	3.50	3.50	3.54	3.44	3.49	3.53	3.39	3.53
66. plural forms of nouns and adjectives	3.84	3.92	3.84	3.88	3.86	3.83	3.84	3.87	3.85	3.87
67. agreement of adjectives, nouns, verbs, and pronouns	3.86	3.93	3.86	3.91	3.89	3.84	3.86	3.90	3.91	3.87
68. por vs. para	3.27	3.52	3.27	3.43	3.38	3.14	3.37	3.41	3.18	3.27
Demonstrate the correct formation and use(s) of . . .										
69. definite and indefinite articles	3.71	3.82	3.72	3.77	3.73	3.69	3.77	3.74	3.84	3.78
70. idiomatic expressions	3.52	3.43	3.51	3.53	3.59	3.44	3.53	3.49	3.48	3.52
71. expressions for describing weather	3.68	3.72	3.70	3.66	3.72	3.63	3.69	3.71	3.79	3.69
Language Analysis										
72. Understand basic elements of words	3.36	3.52	3.41	3.32	3.48	3.31	3.36	3.38	3.27	3.41
73. Understand word order	3.60	3.61	3.64	3.55	3.61	3.59	3.63	3.60	3.45	3.70
74. Understand formation of compound words, contractions	2.99	3.33	3.07	3.05	3.11	2.97	3.13	3.04	3.06	3.13
75. Understand function of cognates and false cognates	3.33	3.44	3.37	3.35	3.38	3.30	3.37	3.40	3.24	3.37
76. Understand function of derivatives from other languages	2.05	2.39	2.13	2.12	2.21	2.02	2.12	2.14	2.03	2.17
77. Understand basic elements of oral discourse	2.35	2.57	2.38	2.42	2.45	2.31	2.43	2.40	2.33	2.38

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	Race		Sex		Geographic Region				Teaching Experience	
	W N=328	H N=61	F N=288	M N=121	NE N=100	C N=101	S N=109	FW N=94	≤ 5 N=33	> 5 N=202
C. STRUCTURE OF THE SPANISH LANGUAGE (cont'd)										
78. Demonstrate knowledge of stress, rhythm, etc.	2.80	3.03	2.83	2.93	2.89	2.70	3.03	2.82	2.76	2.83
79. Identify pronunciation problems non-native speakers	3.18	3.26	3.16	3.33	3.23	3.07	3.28	3.24	3.24	3.14
80. Overall importance of Structure of the Spanish Language	3.54	3.62	3.56	3.54	3.56	3.48	3.62	3.55	3.56	3.56
D. SPEAKING										
81. Speak well enough to be intelligible	3.80	3.82	3.78	3.84	3.85	3.76	3.74	3.84	3.58	3.77
82. Converse in a clearly participatory fashion	3.57	3.62	3.59	3.55	3.66	3.50	3.54	3.63	3.24	3.59
83. Speak with appropriate stress, intonation, and rhythm	3.38	3.43	3.39	3.41	3.46	3.28	3.41	3.44	3.18	3.43
84. Demonstrate a working vocabulary for a variety of topics	3.67	3.62	3.68	3.61	3.72	3.62	3.58	3.73	3.48	3.67
85. Speak with grammatical accuracy	3.56	3.61	3.56	3.58	3.66	3.46	3.49	3.65	3.52	3.56
86. Initiate, sustain communicative tasks	3.29	3.58	3.35	3.26	3.43	3.27	3.21	3.43	3.10	3.30
87. Present opinions on familiar topics	3.27	3.56	3.30	3.32	3.44	3.13	3.19	3.49	2.94	3.31
88. Restate and compare differing points of view	2.81	3.24	2.87	2.88	3.05	2.70	2.79	2.98	2.65	2.86
89. Defend opinions on familiar topics	2.88	3.34	2.96	2.96	3.14	2.73	2.83	3.16	2.68	2.94
90. Narrate and describe situations	3.11	3.46	3.18	3.12	3.29	3.03	3.07	3.30	2.65	3.15
91. Adapt vocabulary and style of language to the situation	3.03	3.42	3.12	3.03	3.15	3.00	3.02	3.24	2.87	3.11
92. Supply a synonym for or explanation of a word	3.27	3.53	3.35	3.21	3.33	3.24	3.29	3.36	3.10	3.35
93. Request clarification of a spoken message	3.66	3.68	3.66	3.61	3.62	3.61	3.63	3.74	3.42	3.67
94. Summarize orally a speaker's main ideas	3.09	3.37	3.13	3.11	3.26	2.93	3.00	3.34	3.06	3.16
95. Read aloud with intonation, inflection, and fluency	3.48	3.54	3.52	3.45	3.51	3.46	3.51	3.54	3.52	3.52

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	Race		Sex		Geographic Region				Teaching Experience	
	W N=328	H N=61	F N=288	M N=121	NE N=100	C N=101	S N=109	FW N=94	≤ 5 N=33	> 5 N=202
D. SPEAKING (cont.)										
96. Provide directions/instructions to students	3.84	3.86	3.87	3.76	3.87	3.82	3.82	3.84	3.77	3.86
97. Overall importance of Speaking	3.63	3.78	3.69	3.56	3.68	3.62	3.63	3.68	3.45	3.66
E. WRITING										
Composing Skills										
98. Write well enough to be intelligible	3.59	3.58	3.58	3.59	3.70	3.46	3.52	3.66	3.42	3.60
99. Use appropriate transitional expressions	3.06	3.24	3.09	3.13	3.27	3.03	3.02	3.10	3.00	3.08
100. Write simple social correspondence	3.34	3.54	3.38	3.38	3.44	3.33	3.39	3.36	3.16	3.34
101. Take notes	3.01	3.15	3.04	3.04	3.13	2.89	2.96	3.21	2.52	3.04
102. Write comprehensive summaries	2.77	3.15	2.82	2.88	2.92	2.75	2.77	2.96	2.39	2.84
103. Describe an event or situation of a factual nature	3.37	3.46	3.38	3.32	3.51	3.33	3.25	3.38	3.10	3.33
104. Delineate the steps in a process or procedure	3.20	3.59	3.30	3.13	3.35	3.08	3.23	3.34	2.90	3.32
105. Provide comprehensible direction/instruction to students	3.76	3.85	3.81	3.68	3.80	3.74	3.73	3.82	3.65	3.78
Composing Skills										
106. Present an opinion on familiar topics	3.18	3.51	3.26	3.16	3.28	3.17	3.14	3.36	2.94	3.16
107. Restate and compare differing points of view	2.60	2.93	2.64	2.71	2.78	2.54	2.62	2.75	2.39	2.72
108. Defend an opinion on familiar topics	2.81	3.25	2.88	2.89	3.06	2.77	2.77	3.00	2.67	2.68
109. Analyze ideas and information in various ways	2.54	2.90	2.59	2.63	2.84	2.40	2.52	2.70	2.31	2.59
110. Produce and develop supporting material	2.73	3.17	2.82	2.76	2.98	2.65	2.69	2.91	2.42	2.83
111. Organize ideas effectively and logically	3.33	3.56	3.39	3.32	3.48	3.23	3.31	3.45	3.09	3.40

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E. WRITING (cont.)										
112. Demonstrate a working vocabulary for a variety of topics	3.59	3.69	3.65	3.46	3.67	3.51	3.56	3.64	3.55	3.60
113. Use language appropriate to task and/or the audience	3.26	3.56	3.35	3.23	3.48	3.12	3.29	3.37	3.21	3.38
114. Produce writing that is free of major errors	3.57	3.62	3.59	3.56	3.73	3.57	3.46	3.59	3.24	3.62
Editing and Revising Skills										
115. Recognize basic grammatical errors in written Spanish	3.73	3.80	3.74	3.71	3.84	3.68	3.67	3.76	3.66	3.70
116. Understand why English speakers make basic errors	3.50	3.42	3.50	3.48	3.59	3.48	3.40	3.51	3.34	3.47
117. Recognize language that is inappropriate to the task	3.19	3.26	3.26	3.07	3.22	3.16	3.13	3.27	3.16	3.19
118. Revise writing that is inappropriate to the task	3.05	3.31	3.15	2.94	3.19	3.01	3.05	3.08	3.06	3.08
119. Revise writing to clarify meaning	3.32	3.52	3.39	3.23	3.45	3.28	3.28	3.36	3.19	3.31
120. Overall importance of Writing	3.24	3.57	3.30	3.26	3.38	3.25	3.28	3.27	3.06	3.29
F. CULTURE										
121. Locate the Spanish-speaking regions and countries	3.77	3.80	3.78	3.76	3.82	3.84	3.76	3.69	3.82	3.75
122. Identify the major geographical features	3.08	3.21	3.15	2.99	3.13	3.16	3.12	3.02	3.00	3.08
123. Demonstrate familiarity with the major works	2.60	3.02	2.68	2.65	2.82	2.54	2.65	2.63	2.58	2.60
124. Demonstrate familiarity with contributions of groups	2.35	2.72	2.43	2.38	2.51	2.34	2.36	2.47	2.21	2.38
125. Know about the major groups indigenous	2.73	2.90	2.84	2.60	2.80	2.84	2.70	2.78	2.55	2.78
126. Recognize the contributions of Spanish to other cultures	2.95	3.28	3.06	2.91	2.94	2.99	3.07	3.07	3.03	3.03
127. Know about significant figures traditional	2.44	2.88	2.48	2.59	2.64	2.50	2.52	2.38	2.55	2.41
128. Know about significant figures contemporary	2.27	2.69	2.33	2.35	2.47	2.34	2.23	2.25	2.33	2.23

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F. CULTURE (cont.)										
129. Know significant styles of theater, music, art, etc.	2.29	2.85	2.43	2.27	2.40	2.40	2.41	2.30	2.45	2.35
130. Identify major contributions of Spanish to U.S. history	2.86	3.13	2.94	2.79	2.84	2.95	2.86	2.95	2.91	2.85
131. Know location, etc. of Spanish-speaking people in U.S.	2.94	3.17	3.05	2.85	2.84	3.15	2.95	3.06	2.94	2.99
132. Demonstrate awareness of contemporary politics	2.67	2.85	2.76	2.53	2.55	2.71	2.69	2.81	2.58	2.65
133. Know about contemporary lifestyles	3.49	3.45	3.54	3.31	3.31	3.62	3.52	3.47	3.52	3.50
134. Recognize socio-linguistic elements of Spanish	3.36	3.52	3.43	3.26	3.28	3.44	3.35	3.48	3.42	3.34
135. Recognize the important events/principal historic figures	2.99	3.15	3.06	2.88	2.94	3.08	2.99	3.07	2.97	3.02
136. Overall importance of Culture	3.10	3.36	3.17	3.03	3.11	3.21	3.10	3.12	3.13	3.06
G. FOREIGN LANGUAGE PEDAGOGY										
137. Give a rationale for learning Spanish	3.55	3.50	3.57	3.46	3.43	3.59	3.58	3.54	3.79	3.57
138. Explain the role of Spanish in the total curriculum	3.32	3.42	3.39	3.17	3.26	3.35	3.39	3.27	3.42	3.37
139. Give a rationale for teaching a particular topic	3.17	3.19	3.22	3.04	3.08	3.17	3.24	3.16	3.18	3.28
140. Give a rationale for teaching a particular content area	2.32	2.63	2.41	2.30	2.41	2.28	2.40	2.49	2.30	2.37
141. Evaluate the impact of learning theories	2.58	2.95	2.69	2.59	2.58	2.59	2.75	2.69	2.48	2.67
142. Demonstrate an understanding of current methodologies	3.06	3.19	3.17	2.90	3.04	3.06	3.09	3.17	2.94	3.10
143. Evaluate the organization of content	2.98	3.08	3.05	2.96	2.95	3.05	3.05	3.05	2.88	3.04
144. Demonstrate awareness of the importance of articulation	2.91	3.18	3.06	2.76	2.89	2.95	3.04	3.06	2.88	2.97
145. Organize content for specific group of students	2.95	3.03	3.01	2.88	2.87	2.99	2.93	3.13	2.85	3.04
146. Identify knowledge, etc. students bring to content areas	2.88	3.10	2.95	2.85	2.94	2.92	2.90	2.96	2.78	2.94

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G. FOREIGN LANGUAGE PEDAGOGY (cont'd)										
147. Evaluate/make appropriate use of curricular materials	3.43	3.50	3.48	3.33	3.32	3.49	3.44	3.48	3.58	3.39
148. Evaluate and make appropriate use of mass media	3.19	3.37	3.32	2.98	3.12	3.28	3.28	3.18	3.45	3.22
149. Evaluate/make use of instructional technologies	2.98	3.15	3.11	2.76	2.89	3.10	3.03	2.97	3.21	3.02
150. Evaluate teaching strategies and activities	3.22	3.24	3.32	2.99	3.12	3.27	3.22	3.25	3.30	3.27
151. Select/use a variety of appropriate teaching strategies	3.66	3.55	3.72	3.46	3.55	3.71	3.66	3.65	3.82	3.69
152. Use appropriate forms of representation	3.59	3.61	3.68	3.39	3.55	3.63	3.64	3.53	3.76	3.61
153. Show relationships among topics in Spanish	2.79	3.03	2.86	2.75	2.87	2.74	2.93	2.76	2.82	2.88
154. Integrate Spanish and other curricular areas	2.50	2.85	2.64	2.45	2.60	2.62	2.64	2.49	2.61	2.55
155. Use students' out-of-class experiences	3.03	3.22	3.17	2.87	3.14	3.09	3.06	3.04	3.12	3.05
156. Construct evaluation instruments	3.54	3.35	3.53	3.39	3.39	3.54	3.54	3.48	3.48	3.47
157. Use appropriate evaluation strategies	3.53	3.45	3.61	3.34	3.51	3.56	3.52	3.52	3.52	3.51
158. Develop a variety of questioning strategies	3.44	3.43	3.51	3.30	3.49	3.42	3.45	3.43	3.30	3.47
159. Engage students' in developing their own questions	3.11	3.17	3.20	2.98	3.18	3.18	3.08	3.10	3.09	3.14
160. Distinguish serious/less serious errors	3.42	3.38	3.45	3.38	3.50	3.39	3.45	3.39	3.21	3.39
161. Assist students in strategies to overcome linguistic errors	3.19	3.32	3.21	3.18	3.24	3.14	3.27	3.14	3.06	3.17
162. Recognize patterns or error in students' work	3.38	3.36	3.36	3.39	3.41	3.29	3.43	3.33	3.21	3.36
163. Manage without discouraging divergent thought	3.39	3.47	3.46	3.25	3.33	3.41	3.49	3.37	3.41	3.40
164. Demonstrate an awareness of strategies of motivation	3.53	3.57	3.62	3.34	3.53	3.53	3.61	3.44	3.64	3.56
165. Understand factors that affect the teaching of Spanish	2.78	3.28	2.92	2.76	2.92	2.69	2.88	3.01	2.94	2.88

W = White; H = Hispanic; F = Female; M = Male; NE = Northeast; C = Central; S = Southern; FW = Far West; ≤5 = Less than or equal to 5 years teaching experience; >5 = greater than 5 years teaching experience

	Race		Sex		Geographic Region				Teaching Experience	
	W N=328	H N=61	F N=288	M N=121	NE N=100	C N=101	S N=109	FW N=94	≤ 5 N=33	> 5 N=202
G. FOREIGN LANGUAGE PEDAGOGY (cont'd)										
166. Understand factors that affect students' learning	2.87	3.34	3.02	2.83	2.98	2.81	2.98	3.09	3.06	2.93
167. Demonstrate an awareness of professional literature	2.74	2.98	2.81	2.71	2.81	2.72	2.88	2.71	2.58	2.71
168. Demonstrate an awareness of professional organizations	2.81	2.92	2.89	2.70	2.86	2.84	2.94	2.68	2.70	2.79
169. Understand current language proficiency guidelines	2.99	3.11	3.10	2.86	3.03	3.04	3.09	2.92	2.85	2.97
170. Show students ways to study Spanish effectively	3.68	3.62	3.72	3.60	3.67	3.71	3.69	3.67	3.76	3.70
171. Identify English language interference	2.82	3.20	2.92	2.83	2.92	2.85	2.90	2.88	2.88	2.85
172. Know effects of biculturalism, etc.	2.40	3.03	2.58	2.45	2.62	2.51	2.37	2.68	2.44	2.49
173. Overall importance of Foreign Language Pedagogy	3.33	3.43	3.41	3.22	3.31	3.29	3.42	3.36	3.36	3.30

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